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ABSTRACT

Because migrant students are among the most educationally disadvantaged students in our nation, Congress created the Migrant Education Program in 1966. Identification and recruitment are critical activities since migrant funding is based, in part, on an annual count of eligible migratory children. Funds come directly to the state, which contracts with local education agencies to provide services. Local migrant programs identify and enroll eligible migrant children, assist in recruiting migrant children to attend school, solicit referrals of eligible children for instructional services, supplement services received in the regular classroom, and provide support services that can not be provided through the district. This guide aims to familiarize recruiters and program assistants with the Colorado Migrant Education Program identification and recruitment procedures. The state plan for identifying and recruiting eligible migrant children is presented, as are the role and job descriptions of the recruiter and the program assistant specialist. Determining the eligibility of migrant children, finding them, interviewing the family, and parental involvement are discussed. Referrals, re-enrollments, enrollment types, early withdrawals, terminations, and deletions are explained. A list and description of supplemental programs, assessment data, special education information, and health and immunization information are presented. Resources and recruiting tips are included. A section for program assistants covers job categories, the survey process, calculating student turnover rates, quality control, instructions for completing forms, home visits, procedures for documenting eligibility, and continuation of services. Sample surveys and a glossary are included. Six attachments present sample forms. (TD)

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Colorado Department of Education
Migrant Education Program

Recruitment Manual
2003

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INTRODUCTION AND ACKNOWLEDGEMENT

The staff of the Colorado Department of Education (CDE), Migrant Education Program (MEP) would like to express our appreciation for the efforts of all program assistant specialists and educational recruiters who were so willing to assist us in compiling information for this manual. The purpose of this manual is to assist you in being more effective in your assignments as program assistant specialists and/or educational recruiters.

Migrant Education (ME) is the only federal program that requires recruitment. Identification and recruitment are critical activities since migrant funding is based, in part, on its annual count of eligible migratory children. Children may not receive migrant services without this record of eligibility. Children of migratory workers are often invisible. They quietly come and go and do not attract very much attention. Sometimes they attend school on their own, and sometimes they do not attend. If the children were not recruited, many would not be in school at all.

The MEP is responsible for the identification and recruitment of all eligible migratory children in the state. This includes securing pertinent information for a Certificate of Eligibility (COE), which records the basis of a child's eligibility for the program. In addition, CDE/MEP is responsible for implementing procedures, as part of a system of quality control, which ensures correctness of the information recorded on COEs.

Because eligibility requirements are complex and often very difficult to interpret, trained program assistant specialists and educational recruiters are necessary to ensure that only eligible children are enrolled in the migrant program. The educational recruiter identifies a migratory child and completes a COE. This form is submitted to the Colorado MEP. Colorado MEP services fall into two main areas that are instruction and support. The program services begin with recruitment and identification of the migrant student who is then enrolled on the New Generation System (NGS) database. Instruction and support services are then planned to meet the identified needs of the students.

Migrant families tend to be very self-sufficient. They are not accustomed to looking outside their own families for help. Unless they are recruited in the program, many will not seek these services. Many migrant families do not speak English in their homes. Frequently there are cultural differences between the home and the school. Therefore, it is important that a link is provided between the school and the home.

A program assistant specialist has a major part in the MEP. It is vital that a program assistant specialist be as knowledgeable about the MEP as are the educational recruiters. It is the program assistant that enters the information that the educational recruiter provides about migrant families into the NGS. If this information is not entered in a timely basis, or is not input correctly, the state may loose funding, which affects the entire program.

A program assistant specialist has many duties. The program assistant checks all of the paperwork before forwarding it to CDE. The program assistant is also responsible for creating reports, which are vital in keeping the Director of the MEP advised on the numbers in that specific district. It is also the program assistant's responsibility to withdraw, update and re-enroll students

The objective of this guide is to familiarize readers with the Colorado Migrant Education Identification and Recruiting procedures and explain how important the position of the educational recruiter and program assistant specialist are to the program and to migrant children.

MIGRANT EDUCATION

Overview

Because migrant students are among the most educationally disadvantaged students in our nation, Congress created the MEP in 1966. Migrant children's schooling is frequently interrupted as their families move about in search of work. The majority of them come from a home where another language is spoken. For these reasons and others, many migrant children do not do well in school. With money provided by the MEP, the students receive extra assistance. This assistance often means the difference between the students failing or succeeding in school.

Title I Migrant Services

Part C of Title I of the Elementary and Secondary Education Act (ESEA) provides financial assistance. This assistance is provided through state education agencies to local operating agencies to meet the special educational needs of children of migratory agricultural workers. This assistance is provided to migrant students in order to improve their educational opportunities by helping them succeed in the regular program, attain grade-level proficiency and improve their achievement in basic skills. Legislation directs that migratory children, ages three thru 21, should be served first. The next priority is day care for siblings up to two years of age in order to serve migratory student's ages three thru 21.

The migrant program is a state program. Funds come directly to the state office and the state contracts with Local Education Agencies (LEAs) to provide services. Federal and state laws govern how Title I MEP funds may be allocated. State level administration responsibilities include developing a state plan, approving local program funding, reviewing local programs, providing technical assistance and coordinating support services to local programs. The state is also responsible for the identification and recruitment of migrant children and for updating information in the NGS.

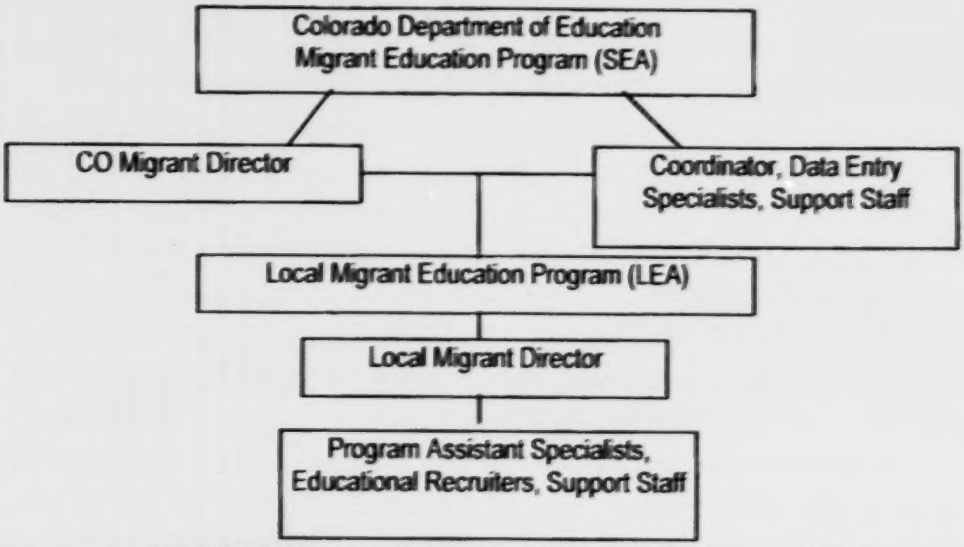
Local migrant programs are funded to identify and enroll eligible migrant children into NGS, to assist in recruiting migrant children to attend school, to solicit referrals of eligible children for instructional services, to supplement services received in the regular classroom and provide support services needed by the children that could not be provided through the district. Programs may be provided during the regular school year, during the summer, or both.

The transfer of educational and health information is referred to as the NGS. All migrant children between three and 21 years of age must be enrolled in NGS.

The state migrant office is located at CDE in Denver and has available coordinators, trainers, data entry specialists and support staff to assist school/agency staff. Technical assistance for program assistant specialists and educational recruiters is available from the migrant staff in the following areas:

- Eligibility and criteria rulings;
- Identification and recruitment techniques, including surveying and COE completion;
- Surveys in non-program areas when migrant activity is suspected; and
- Identification and recruitment of current migrants during high-impact times.

Following is a flow chart outlining staff assistance through CDE.



Congress appropriates the funding for the MEP each year. It is then allocated to the states by a formula that is based on the number of students who were enrolled in the preceding calendar year in NGS. This formula takes into account such things as the number of children that are in Colorado for one day, the average cost of educating a student in the state and the average cost of educating a student in the nation.

IDENTIFICATION AND RECRUITMENT

Definition

Identification means determining the presence and location of migratory children. *Recruitment* means securing necessary information about each child, documenting the basis of the child's eligibility and enrolling the eligible child in NGS. Securing the information is usually, but not necessarily, done through an interview with the child's parent or guardian.

Each State Education Agency's (SEA) MEP funding is dependent, in part, on both its own count of the full-time equivalent number of eligible migrant children residing within its boundaries and similar counts in each of the other states. Therefore, the annual count of a state's migratory children must be as accurate as possible.

Confidentiality

It is crucial that confidentiality be maintained in dealing with all matters related to identification and recruitment efforts. No outside agencies, firms or private citizens should be able to receive personal, identifiable information on an individual migrant family through the school, unless authorized by the parent. This does not preclude education agencies from exchanging records or information about the child. These rules are in compliance with the Federal Education Rights and Privacy Act (FERPA) of 1974. *Note: Please see page 4 for a description of the Act.*

FERPA 74 Sec. 438 (b)(1)(A)(D)

(b)(1) No funds shall be made available under an applicable program to any State or Local educational agency, institution of higher education, any community college, any school agency offering a preschool program or any other educational institution which has a policy of permitting the release of personal identifiable records or files (or personal information contained therein) of students without the written consent of their parents to any individual, agency or organization, other than the following:

A. Other school officials, including teachers within the educational institution or local educational agencies who have legitimate educational interests;
B. Officials of other schools or school systems in which the student intends to enroll, upon condition that the student's parents be notified of the transfer, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record;
C. Authorized representative of (i) the comptroller General of the United States (ii) the Secretary, (iii) an administrative head of an education agency (as defined in section 409 of this Act), or (iv) State Educational authorities, under the condition set forth in paragraph (3) of the subsection; and
D. In connection with a student's application for, or receipt of, financial aid.

STATE PLAN FOR IDENTIFYING AND RECRUITING ALL ELIGIBLE MIGRANT CHILDREN

In order to identify and enroll all migrant children in the state, Colorado has established a statewide identification and recruitment system operated through eight Regions which cover all of the one hundred seventy eight districts in Colorado:

Districts and Regions that provide Migrant Education Programs –
Regular Year & Summer Programs

Region I
Region II
Region III
Region IV
Region V
Region VI
Region VII
Region VIII

The Colorado MEP operates in all five geographic areas of the state having the highest impact of migrant farm workers and requiring the vast majority of migratory labor. These areas are North-Central Colorado, Northeastern Colorado, Arkansas River Valley, San Luis Valley and the Western Slope. These regions contain the 26 counties where Colorado's migrant seasonal farm worker population work and reside. (See the Crops and Agricultural Activities section for a list of crops and agricultural activities associated with each LEA in Colorado.)

Assignments and Training

Regions and school districts (LEAs) hire educational recruiters and program assistant specialists to identify and enroll all migrant children and correctly process all paperwork into NGS to be submitted to CDE. The local migrant program director and state migrant program coordinator do the supervision for the identification and enrollment of migrant children in the local school districts and state jointly from CDE. Educational recruiters also assist migrant parents in the enrollment of their children in public schools.

Educational recruiters continually survey their project areas throughout the year to ensure that all migrant children are identified and enrolled in NGS and in school. The best time for identification and recruitment activity usually starts in March and continues until late November. This time period covers the highest influx of migrant workers into Colorado. However, identification and recruitment activities take place year-round in all 8 migrant projects in Colorado. To ensure that all migrant children are identified and enrolled in school, educational recruiters work very closely with growers, local agencies, schools and programs that serve migrant families. The regions and school districts cover the areas where it has been known that migrant children reside.

All local migrant education programs hire program assistant specialists and educational recruiters to identify and enroll migrant children into NGS. The Migrant SEA conducts two or more workshops yearly (depending upon need) to train program assistant specialists and educational recruiters to ensure that eligible children are identified and all paperwork involved is processed into the state department MEP on a timely basis. Educational Recruiters of each migrant project are required to develop and maintain a recruiter's plan to identify and recruit eligible children.

NGS

Local projects are assisted by NGS, a computerized network headquartered in Austin, Texas that maintains records for individual migrant students. When migrant students register, academic and health records are sent to the receiving district.

Quality Control Procedures

The Colorado MEP is small enough so that every COE is checked during a program review. A data entry specialist reviews every COE that arrives at the state office. The director and coordinator will perform a random sampling of COEs that arrive from the 8 local MEPs before the data entry specialists transmit to NGS. Every COE is checked for proper qualifying activity, eligibility, dates, parent signature, educational recruiter's signature, migrant director signature and proper documentation on the comment section of the COE. If additional explanation is needed, it is attached to the COE.

The Migrant SEA controls procedures to ensure that the eligibility error does not exceed 5% by checking every COE during program reviews. COEs are also checked twice before being transmitted to NGS.

The state staff checks all COEs during the regular and summer technical assistance visits and performs program on-site reviews. A random sample of parent interviews is conducted during the on-site and technical assistance visitation to ensure that the eligibility error rate does not exceed 5%.

Health

Health services for migrant students are coordinated at the local level. Local migrant education programs receive health funding from CDE/MEP to design services for students they serve. Health services include dental screening and treatment for emergency dental problems, dental sealant, vision/hearing screenings and follow-up for acute and chronic health problems. Local MEPs receive technical assistance and support from the Colorado MEP Coordinator to develop, implement and provide assistance for health services.

Accident Insurance

Local migrant summer programs provide accident insurance for migrant students enrolled in the program. During the regular school year, this coverage is provided by the school districts. Each local program makes its own arrangements for coverage.

Services Provided

Instruction is provided to migrant students according to their individual needs. Primary areas are reading, English for limited English speakers, language arts and mathematics. In the summer, the major instruction areas also include vocational/career education, dental instruction, physical education, health education and safety, arts and crafts, swimming instruction, social studies, music and science.

Students in MEP have a variety of language backgrounds and instruction must be tailored to meet the student's needs. Language abilities are determined through a variety of methods, including Language Assessment Scales, Idea Language Proficiency test, teacher observation and informal oral assessments.

An essential part is to provide support services to those students who are in need. During the regular year most support is given through social work and guidance services. Limited transportation and nutrition assistance is also provided. During the summer program, such support services greatly increase and medical and dental care is provided to most migrant children. Other support services are home visits, pupil services, and referral for emergency housing assistance, food stamps, clothing and eyeglasses.

Secondary instruction is an important element of the summer MEP. This meets the challenges of improving educational opportunities, helping students attain grade-level proficiency and increasing the basic skills of older migrant students. Services utilized in secondary programs in Colorado include tutoring (at school and at home), day and night instruction, the Portable Assisted Study Sequence (PASS) and a study packet program (available for junior high students as Mini-PASS). Also included in secondary instruction is Distance Learning/Telesecundaria, which is done through the Binational program. Currently, there are four sites: Center Middle School, Ft. Garland Middle School, Ft. Lupton Middle School and Brush Middle School.

Staff

This staff includes instructional (certified and non-certified), administrative, clerical and support personnel staff of the migrant programs.

In addition to staff funded directly through migrant programs, personnel supported by other funding source, particularly the Job Training Partnership Act (JTPA) and Head Start (HS), supply services to migrant students. Serving primarily as aides in classrooms, Full-time Equivalent (FTE) staff is provided through other programs, with most funded by the JTPA. Workers also serve as aides in the office, kitchen, on the health team or in other capacities.

During the regular school year classroom assistance, book distributions, holiday activities, field trips, scholarship fund-raisers and a wide variety of other services are provided through the efforts of parents, adult and youth volunteers.

Parent Involvement

Parents are the cornerstones of migrant education and increasing parental involvement is a major focus for local programs. Each program is required to have a Parent Advisory Council (PAC) to advise it and ensure the parents' involvement in activities such as family nights, carnivals and potluck dinners. Local program activities may include parent training. Some projects coordinate parent involvement workshops with Title I, English Language Proficiency Act (ELPA) and bilingual education.

Coordination with Other Agencies

Regular and summer programs also coordinate with state and local agencies to assure that a broad range of services is available to migrant students and their families. Local projects coordinate with JTPA and Community Block Grants (CBG.) Many services involve coordinating referrals of families for assistance, providing transportation and obtaining assistance from agencies in identifying newly arrived families. Common sources include community service agencies (Caring Ministries, food banks, Lions Club, Rocky Mountain Service Employment Redevelopment (SER)) and the following agencies/organizations:

- Churches
- Colorado Department of Human Services
- Colorado Department of Public Health and Environment
- Day care centers
- Employment Services
- Hospitals and clinics
- Legal Aid
- Salvation Army

See the "Resources" section in this manual for additional information on specific agencies.

Dissemination

It is important that migratory families and the community are aware of the education and support services that local migrant projects offer. Migrant personnel disperse information to the public by direct mail, home visits, oral presentations, and personal contact and videos. In addition, Colorado programs make wide use of newsletters; school and local newspapers; brochures, leaflets and posters; and television and radio announcements.

ROLE OF THE EDUCATIONAL RECRUITER

The educational recruitment of migrant students is not an easy job. A recruiter needs to be a unique combination of researcher, social worker, salesperson and public relations representative.

CHARACTERISTICS – WHAT EDUCATIONAL RECRUITERS ACROSS THE NATION SAY

When asked about qualifications, recruiters across the nation indicated that a good home visitor has the following characteristics:

Personal Qualities

Bold	Patient
Down-to-earth	Persistent
Empathetic	Self Starter

Learned Skills

- Can deal with people at all levels
- Develops a good relationship with school personnel
- Does not make promises that cannot be kept
- Has a great desire to help families
- Has communication skills and uses them
- Has faith in education
- Has knowledge of social agencies in the community
- Is familiar with the area
- Is sensitive to cultural differences
- Knows the community and dresses appropriately
- Sets realistic limits for helping people
- Teaches families to do for themselves
- Will work flexible hours and under time constraints

CHARACTERISTICS - WHAT ADMINISTRATORS SAY

Administrators at all levels were also asked to single out some outstanding qualities of educational recruiters. These, in addition to the above list, are desirable in efficient educational recruiters:

- Controls emotional involvement
- Enjoys the work and has people skills
- Has communication skills to deal with educators and other professionals
- Has the ability to apply legal guidelines to determine eligibility of family
- Has the ability to handle paperwork accurately and on a timely basis
- Has the ability to identify, assess and evaluate a problem in order to determine a possible solution
- Is diplomatic when working with others
- Is honest, fair and open to learning
- Respects families
- Understands the migrant lifestyle and culture

MIGRANT EDUCATIONAL RECRUITER RESPONSIBILITIES

Duties

The function of the educational recruiter is to open communication channels to obtain cooperation. People to be interviewed include all of the following in the area to be served:

County Health Department	Religious Program Leaders
Farm Labor Office Managers	School Attendance Officers
Field Supervisors	School Bus Drivers
Key Growers	Superintendents
Public School Principals	

✓ To follow all procedures and practices contained in the State Program Assistant Specialists and

Educational Recruiters Manual and in any other directives issued by the CDE.

- ✓ Obtain information, by means of interviews and community contacts, about all community services open to migrants. Know locations, hours of operation, phone numbers, and names of key people and fee schedules for all services. Record this information for future reference.
- ✓ Map the areas served by the school district with all known migrant housing.

- ✓ Tour migrant housing on a regular basis. Identify all migrant families (those crossing school district lines overnight or longer in order to engage in farm labor or food processing labor). Interview families to let them know what services are available. Inform them about local ordinances and fees for services where required, and obtain from them information needed by the school districts, the SDE and other service agencies or organizations. Explain the school program for migrant children to each family. Provide aid as needed for shoes, clothing, school supplies, etc. Arrange for school bus stops as needed. Do everything possible to get children to school.

- ✓ Visit classes of migrant children as often as possible and discuss learning problems with teachers; then communicate appropriate information to parents. Check on vision and hearing screenings, medical and dental checkups, etc., and arrange for needed visits to clinics, dentists and so on. Provide transportation directly and/or through volunteer services. All cars should be covered by liability insurance. It is the educational recruiter's responsibility to provide transportation during the summer school program. The dental and medical teams are too busy providing screening to transport children.

- ✓ Maintain proper records and information as it relates to the job task and activities.

- ✓ Prepare a list, if applicable, of migrant dropout students to be placed on file at the local LEA.

- ✓ Network with other agencies providing services to migrant students to ensure a coordinated service-delivery system.

- ✓ Recruit out-of-school students into educational programs. A good educational recruiter combines school-based and community-based recruitment. An educational recruiter that depends strictly on the schools for referrals will likely miss quite a bit of migrant children who are in the area but not in school.

- ✓ Attend all program assistant specialists/educational recruiters meetings and other training sessions sponsored by the SDE.

- ✓ The program assistant specialists and educational recruiter must also become familiar with program information that will make the job of recruiting easier. It is important to learn the following:
    - Communication and interpersonal skills training
    - Existing social services and process for obtaining these services
    - Federal and state guidelines pertinent to identification and recruitment
    - How to conduct a survey, make referrals, facilitate social service needs
    - Interagency cooperation and coordination
    - Interviewing techniques, including eligibility and COE completion
    - Migrant education and accident insurance program
    - National MEP history and goals
    - Reports, forms and work schedules
    - School base recruitment versus community base recruitment
    - School district high impact periods, crops, type of migrant labor needed, employers of migrant

laborers, housing available, etc.

- School district or agency policy on school attendance and graduation requirements
- Services of the Office of Migrant Education (OME)
- State MEP orientation
- The overall structure of the project's program and the individual local services provided
- The reality and effects of migration
- The role and responsibilities of the educational recruiter, including amount of time funded to conduct identification and recruitment activities
- Understanding of ethnic and cultural needs

Special Role

In addition to identifying migrant students, the role of the educational recruiter as an ambassador is very important. You serve as a liaison between the family, the school district and the community. It is essential to establish and foster communication. As ambassador, you represent the school system to the migrant families. As communicator, you are a problem solver and advocate. Bringing the migrant parents and the school system closer together is one of the objectives accomplished by increased clear communication. To communicate effectively, you must understand the parties involved. Advocacy is a key aspect of your role. You facilitate the exchange of information that makes it possible for migrant children to receive services.

Managing Time

Effective use of time is really a matter of getting organized, developing a plan and then following the plan. It is to your benefit to plan each day, week and month and to have your year mapped out as well. An educational recruiter's job is full of surprises and unexpected events. If you are well organized, you will be able to take any changes in stride as you work toward your goal of recruiting all eligible migrant children.

The most important tool for managing your time is your calendar/appointment book. Get one that is convenient and easy to use - and use it!

Plan your year. Look ahead and consider the yearly cycle of activities connected to your job. There will be times of the year, such as summer school, when you are busier than others are. Plan to take vacations and catch up on office work during down times.

Plan your month. Use your calendars to plan ahead and make note of holidays, conferences, in-service training and other scheduled activities. Then you can plan your workdays around these dates and commitments.

Plan your day. When starting your workday, write down everything needed to complete that day. Next to the list write numbers to indicate priority. It is important to determine, foremost, what needs to be accomplished first. If only one task could be completed, which one would it be? When doing this, keep in mind that home visits are made best in the midday or evening when the family is available.

Plan for travel time. In planning the workday, remember that the surveying and active identification and recruitment trips take longer because of the driving involved. Most of the time, more than one family may be visited when heading in a particular direction. Plan accordingly; this will certainly be a time saver.

Be prepared. Always carry the forms and supplies that you normally need and use. These include pens, COEs and other forms, program brochures, list of agencies, maps, crop activity list, calendar,

and etc.

Samples of forms that will make your job easier are gathered in the "Forms" section at the back of this manual. The more organized the data the easier it is to find and to present at the time of program monitoring.

Action Form

This is a courtesy from one educational recruiter to another. When a family leaves your area to move within Colorado (and you are aware of their destination), send an Action Form to the educational recruiter of the appropriate area. Also, if you know that the family will be moving out-of-state (e.g., Florida, New York, Washington,), an action form sent to the receiving states will be helpful in identifying the family.

Job Description: Educational Recruiter/Community Representative

Responsibilities:

1) Acts as a liaison between migrant families and school staff as well as all social service agencies.
2) Acts as or coordinates with representatives of the State Migrant PAC.
3) Assists in the organization of the summer school program.
4) Assists migrant parent(s) in the enrollment of their children in area public schools.
5) Assumes responsibility for the functions of the PAC.
6) Attends all in-service training meetings, as requested by CDE, BOCES or school district.
7) Contacts appropriate community service agencies on behalf of migrant families when a particular need exists (medical, clothing, food, etc.)
8) Coordinates with all agencies in the region to ascertain ingress, location and egress of migrant families.
9) Cultural liaison for families, schools and agencies
10) Establishes public relations with local area agencies in carrying out delivery of emergency and referral services.
11) Establishes public relations with local schools and works with office staff in locating migrant families in the community.
12) Helps coordinate family activities and attend evening meetings.
13) Identifies and recruits children and families that will qualify under Federal guidelines for the MEP.
14) Is an advocate for parents, community and school...
15) Is responsible for maintaining proper records and information as it related to the job tasks, activities and objectives.
16) Maintains a professional distance from parents in order to promote self-sufficiency.
17) Maintains contact with the migrant family to ensure the child's attendance at school.
18) Maintains regular contact with social services and other agencies.
19) Makes home visits, enrolls families and provides services (***after*** the first initial contact) to MEP families and children.
20) Provides a quarterly report to the MEP Coordinator with a listing of home visits and enrollments.
21) Provides assistance (translation and interpretation services) for parents of special education children to special education staff.

22) Provides parent training activities as needed

23) Provides resource information to parents.

24) Provides translation and interpretation services for parents, agencies and schools.

25) Schedules and plans agenda for PAC meetings.

26) Travels to identify, seek out and visits all farms, factories, fields, ranches, housing developments, employers and agencies where migrants are employed and explains the migrant recruitment process

27) Travels to survey and map ranches, farms, housing, crops, employers, agencies and numbers of children in the region

Job Description: Program Assistant Specialist

Responsibilities:

1) Acts as a liaison between migrant families and school staff as well as all social service agencies

2) Acts as or coordinates with representatives of the State Migrant PAC

3) Assists in the organization of the summer school program as it pertains to finding building location, hiring of staff, materials, transportation and nutrition services

4) Assists migrant parent(s) in the enrollment of their children in area public schools

5) Attends all in-service training meetings, as requested by CDE, BOCES or school district

6) Capable of organizing time, travel expenses, paperwork, and information as it pertains to families

7) Contacts appropriate community service agencies on behalf of migrant families when a particular need exists (medical, clothing, food, etc.)

8) Cultural liaison for families, schools and agencies

9) Establishes public relations with local area agencies in carrying out delivery of emergency and referral services.

10) Establishes public relations with local schools and works with office staff in locating migrant families in the community.

11) Excellent profiling skills. Verifies all information documented on the COE. And is knowledgeable and accurate as it pertains to the family

12) Familiarizes recruitment staff with MEP rules and regulations, information as it pertains to the COE, forms and school districts, regions or local area

13) Has knowledge of computer technology (windows software), data entry, copier, fax machine, multi-phone line and filing

14) Identifies and recruits children and families that will qualify under Federal guidelines for the Migrant Education Program

15) Is responsible for maintaining proper records and information as it related to the job tasks, activities and objectives

16) Keys education and health information pertaining to all MEP students into the NGS database

17) Maintains and updates campus and class lists which are distributed to all schools within the region

18) Provides assistance (translation and interpretation services – as deemed necessary) for parents of special education children / to special education staff

19) Provides assistance to local MEP Directors with information pertaining to budgets (salaries, insurance,

benefits, travel expenses, etc.)

20) Provides resource information to parents

21) Provides training to new recruitment staff

22) Provides translation and interpretation services (as deemed necessary) for parents, agencies and schools

23) Reviews, re-enrolls, withdraw, alphabetize, files and maintains the integrity of the information from the COE.

24) Will provide a quarterly report to CDE and the MEP Coordinator with a listing of home visits and enrollments.

ELIGIBILITY OF MIGRANT CHILDREN

Introduction

All children who are determined to be eligible may be counted for the purpose of state allocations and served with Title I MEP funds if they are at least three and not more than 21 years of age. Those eligible to be counted or served do not include children who have graduated from high school, dropouts, or married (Dropouts = Yes, Dropouts & married = No).

A migrant child is one whose parent or guardian is a migratory agricultural worker or a migratory fisher. The parent(s) have moved within the past 36 months from one school district to another to enable the child, the child's parent or guardian or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishing activity.

Therefore, a child of a parent or guardian who is a migratory worker is eligible for the MEP if the following applies:

1. That child moved with or joined a parent or guardian who moved to obtain qualified employment;
2. That child moved with or joined a parent, guardian or member of the child's immediate family to enable the child to obtain qualifying employment; or
3. The child moved to obtain such employment annually after having previously qualified as migratory.

Interstate Migrant

An *interstate* migrant is one who has moved across the state boundaries within the past 36 months in order to enable the child, the child's guardian or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishing activity.

Intrastate Migrant

An *intrastate* migrant is one who has moved across school district boundaries within the state, within the past 36 months in order to obtain temporary or seasonal employment in an agricultural or fishing activity. Any move from one school district to another involves more than just travel. It means a change of residence from one location, which may be either the migratory worker's permanent home or temporary place of residence established while the worker was looking for employment, to a location in another school district.

A worker or a child may be considered migratory if he or she moved to enable the child, parent, guardian or member of the immediate family to obtain qualifying employment. The requirement concerning the reason for the move is considered to have been met if the following is true:

- The worker, as a result of the move, is engaged in qualifying employment; or

- The worker or a child of the worker moved seeking to obtain qualifying work, which he or she believed might be available, but upon arrival in the state/school district found that it was not available and, consequently, became unemployed or engaged in non-qualifying work; and

- The worker plainly did not move to the district for the purpose of relocating there on a permanent basis.

Definition of Parent and Guardian

The term "parent" is not defined in the regulations. It can refer either to the child's natural parent or to the legal adoptive parent if the child is adopted. "Guardian", as defined in the regulations, means a person who has been appointed to be the legal guardian of a child through formal proceedings in accordance with state law or is standing in the place of a parent to a child.

Establishing who is the parent or guardian of the child is important for two reasons:

1) to determine eligibility, and
2) to document key identifying data about the child.

Determining Eligibility

For the child to be eligible for the migrant program, the child's parent or guardian must be a migratory agricultural worker or fisher. The child can have made a move with or to join either a parent or a guardian. The guardian can be anyone "standing in the place of a parent to a child." This does not have to be a formal arrangement. Anyone with whom the child is living could qualify as a guardian.

For the purpose of establishing eligibility, determining who is the parent or guardian is not normally difficult. If the child moved with or joined someone else who was standing in the parent's place, that person is the guardian.

Documenting Key Identifying Data

In order to uniquely identify each migrant student on the NGS database, certain identifying data such as the child's legal name, gender, birth place, race and the legal parents'/guardians' names must be entered. If any of this information is missing, it could result in a duplicate ID being created for the student.

Quite frequently the child is not living with both legal parents. Sometimes the child is living with one legal parent who is living with a different spouse or with a boyfriend or girlfriend.

You must take care to not get into issues that offend the family. You should not be concerned with the relationship of the current parents. Ask for the legal parent(s) names, and write down what the parent tells you. Then ask for the current parent(s) names.

Temporary or Seasonal Employment

Seasonal employment means performance of a seasonal activity. A seasonal activity, whether agricultural or fishing, can easily be determined. It is an activity dependent upon natural cycles. Agricultural work includes planting; cultivating, harvesting and related food processing are examples. In commercial fishing, planting and harvesting of clams and oysters, fishing during seasonal runs of fish are seasonal activities.

Temporary employment is the performance of work or tasks related to agricultural or fishing activities that are not permanent and that usually last no longer than twelve months. Making a determination that temporary activity is qualifying becomes more difficult the further removed the activity being performed is

from the qualifying "peak seasonal" employment period associated with natural growth cycles. This is because work that is not associated with natural growth often can be either temporary or permanent. To define temporary employment as work that is not permanent would be uninformative.

Temporary employment is the performance of work or tasks related to agricultural or fishing activities that are not permanent and that usually last no longer than twelve months. Making a determination that temporary activity is qualifying becomes more difficult the further removed the activity being performed is from the qualifying "peak seasonal" employment period associated with natural growth cycles. This is because work that is not associated with natural growth often can be either temporary or permanent. To define temporary employment as work that is not permanent would be uninformative. Temporary employment, however, does not always have beginning and ending dates at particular times of the year. Mending fences, digging irrigation ditches, plucking chickens, warehouse work (e.g., sorting, washing, packing vegetables), nurseries/greenhouses (e.g., pruning, fertilizing, transplanting, etc.), and other activities not dependent on a natural cycle of events may occur at any time and be for any length of time during a year. Therefore, they can either be permanent or temporary. The seasonal activities; for example, turkey production increases significantly in preparing for the consumer demands of Thanksgiving.

In a wide variety of situations employment readily can be determined to be temporary or seasonal. Sometimes, however, although employment may be available to a worker on a year-round basis, the employment may still be temporary due to working conditions or intermittent periods of slack demand. Also, the worker does not intend to remain at the job permanently or otherwise is not likely to do so.

The SEA makes eligibility determinations and may use one or more of the following conditions to arrive at the determination as to whether a particular agricultural or fishing activity qualifies as temporary employment

1. The activity itself has a clearly defined beginning and end (for example, digging ditches, making packing boxes, building fences) and is not one of a series of activities for the same employer that is typical of continuous employment.

2. The employer establishes a time frame for completion of a worker's tasks.

3. An industrial survey establishes that, despite the apparent permanency of the work, the nature and history of the tasks are such that these jobs may be considered to be temporary. The industrial survey must be based on a work site with employment practices that are comparable to the one at which the worker is employed and must demonstrate a significant probability (above 60%) that the worker will leave the place of employment within eighteen months. The survey should include a review of past employment records for evidence of a high degree of turnover, frequent layoffs without pay, a high incidence of part-time employment or few or no opportunities for full-time employment. The SEA must update the survey at least once every two years. The SEA may wish to survey any agricultural or fishing industry within the state to establish a record basis for determinations that employment at specific sites is "temporary." Specific businesses, at varying locations in the state, in the same agricultural or fishing activity may have differing employment practices. Therefore, individual surveys may sometimes be necessary. The survey record should at least include the name of the industry, the names of companies surveyed, data relating to the duration of employment by type of job that was reviewed, the types of jobs or tasks that are considered temporary and the rationale for the determinations that the jobs are temporary.

4. The agricultural or fishing work might be permanent, but the worker clearly demonstrates that he or she does not intend to perform the tasks indefinitely. In order to focus on the employment situation

of the worker being interviewed, the recruiter should first determine on the basis of interviews whether or not the work is likely to be available on a year-round basis (items "1" and "2" above). Other information (items 3 above and 4) should be considered in any case involving a determination that a particular type of potentially year-round employment is temporary and should be carefully documented so that the reasons for the determination can be readily understood.

AGRICULTURAL OR FISHING ACTIVITY

According to the Federal Register, "agricultural activity" means:

1. "Any activity directly related to the production or processing of crops, dairy production, poultry or livestock for initial commercial sale or as principal means of personal subsistence."

The production of crops, dairy products or animals includes, among other things, planting, cultivation or harvesting crops and/or the preparation of land for such activities, raising or milking of dairy farm animals, gathering of eggs, raising livestock for eventual slaughter, but not for sport or recreational use. Planting, cultivation and harvesting fruits and vegetables (apples, oranges, grapes, tomatoes, potatoes, celery, etc.) are the major activities that employ migratory workers.

"Processing" includes activities such as transporting to the processor, storing, refining, canning and freezing. It also includes the seed pressing that is performed after cotton ginning or processing of animal organs.

"Initial commercial sale" occurs after the last processing state of the product. Persons who own their trucks, and who use them to perform work "directly-related" to production or processing, are engaged in an "agricultural activity" for purposes of the Title I regulations.

Examples of Activities Involving the Production of Crops in Colorado

- **Cultivating** - vegetables
- **Fertilizing** - crops
- **Harvesting** - picking or gathering of products, agricultural and fishing
- **Irrigating** - vegetables
- **Planting** - vegetables (onions, corn, beans, etc.) and fruit trees (peach, apple, apricot, etc.)
- **Pruning** - trees
- **Thinning** - vegetables, fruit trees
- **Weeding** - vegetables, grains and fruit trees

In addition to foods and fiber, the term "crop" includes nursery plants, Christmas trees, flowers, turf, fibers and similarly grown items.

2. "Any activity directly related to the cultivation or harvesting of trees."

"Cultivation or harvesting" includes many different activities, such as soil preparation, planting, tending, pruning and felling, Christmas tree cutting and bundling and planting of tree seedlings for restoration of forests. Normally, once the trees are ready to be transported from a harvesting site to a processor (sawmill), a sufficiently direct involvement in cultivation or harvesting ceases to exist and the activity no longer qualifies as "agricultural" (as per the program regulation). Moreover, the processing of trees (at the sawmill) may not be considered as an "agricultural activity" within the meaning of the Title I regulations. Therefore, any activity directly related to the processing of trees

would similarly not be an agricultural activity.

One exception to this rule concerns people who transport the trees to the processor and who are employed by the same person or firm engaged in the cultivation or harvesting activities. This exception is a matter of convenience since in these situations it may be very difficult to differentiate among employees performing different kinds of work.

3. "Any activity directly related to fish farms."

A "fish farm" is a tract of water reserved for the artificial cultivation of fish or shellfish, such as catfish, eels, oysters or clams. The fish are artificially cultivated rather than caught in open running water, as they would be in a "fishing activity."

4. "Any activity directly related to the catching or processing of fish or shellfish for initial commercial sale or as a principal means of personal subsistence.

"Personal subsistence" includes both the workers (and family's) direct personal consumption and incidental sale of the agricultural or fishing products.

Producing or processing a product for initial commercial sale may occur at the same site or at multiple sites. In isolated instances, the refinement process of a product may occur at the site where the product is produced.

"Processing" ends at the point where the crop, dairy product, poultry or livestock ceases to be recognized as the entity that began to be processed and becomes part of a more refined product (e.g.; potato soup, apple pie, macaroni and cheese, chicken pot pie, beef stew, etc.). Or when the product (fresh packaged chicken, bagged grapefruit, boxed broccoli) is readied for sale to the wholesaler or consumer.

FINDING MIGRANT CHILDREN

Finding students who might qualify for the program is the most basic of your duties. An effective educational recruiter does not passively sit back and recruit only those students who come to the school. To search out families, who might qualify for the program, you must survey your area and build a network of people to help you.

Surveying

A survey is a means of collecting information that may be used to identify migrant students. This section will provide guidelines on HOW TO IDENTIFY migrant families by describing various types of surveys and recruitment methods.

Types of Surveys

There are three basic ways to identify migrant families:

- In the community
- In the field
- In the school

In the School - School Based Recruitment

Personnel in the school districts can be a great source of information for a recruiter:

Bus drivers Custodians Principals

School secretaries Teachers Teacher Aides

The educational recruiter who takes time to explain the MEP to the above-mentioned personnel and builds a good working relationship with these people will always be well informed. It is vital that an educational recruiter be informed of new enrollments. There is always a chance that some of these students may qualify for the MEP. School personnel will also be able to provide the educational recruiter with school attendance; tests administered to students, withdrawal dates and health information. These are just a few services, which can be provided by a school district. An arrangement should be made in each district regarding access to this information.

Look for these in new enrollments:

1. History of change of residence (has family been in the district prior to this enrollment?)
2. Occupation of parents
3. Places of employment

This enrollment screening should be conducted with discretion. It is not intended to embarrass children or parents. Use a sensitive approach when determining eligibility.

Suggestions:

1. District or agency enrollment or registration forms include a space for indicating whether any moves have been made within the past three years; or

2. A paper screening (see below) may be administered at the time of enrollment in school. Once you have reviewed each new enrollment and determined that the student may qualify for the Migrant Education Program services, you should schedule an interview with the parents.

Paper Screening - A paper screening may be administered through the use of a questionnaire to identify migrant students (1) upon enrollment or (2) who may have made a qualifying move within the past three years but were not identified upon entering the district or agency. This method is especially useful when conducted by new home-school consultants and/or when a MEP has first been initiated. A simple paper screening is most successful when used in elementary grades, where students would be instructed to have a parent or guardian fill out a questionnaire and return it to the teacher. It is helpful to use this in conjunction with or included in other district announcements or surveys.

Classroom Survey - In the middle and high school grades, where students have developed a reasonable degree of understanding and responsibility, it is possible to conduct an oral survey of the class to determine possible migrant qualifications. Please review the following examples:

1. Did you or your family moved within the past three years?
2. Did the family cross school district boundaries?
3. Was the move made for the purpose of seeking or obtaining agricultural, fishing or related employment?

If any students answered yes to all three questions, the school staff member would list those students' names. Based on these referrals, the educational recruiter can then schedule a visit with the students' parent(s) or guardian(s) to determine eligibility.

In the Field - A field survey is most often conducted prior to and during the periods of high employment in agricultural, horticultural or fishing activities and when an influx of migrant families occurs in that area. Educational recruiters can be most effective if they do the following:

1. Identify the migrant activity such as horticulture or fishing related activities.

2. Know the industry. What kinds of jobs make up the migrant activity and which are the migrant employees?

3. Know the migrant cycle. When do migrants come to your area, how long do they stay?

4. Know where the migrant laborers live.

5. Know what agencies serve the migrant population and establish working relations with their staff.

Farmers/growers, plant managers, field foreman and employment agencies are contacted in a survey conducted to find out where migrant people are employed. These employers/resources can provide valuable information, may open their personnel lists (of names and addresses) to you and/or may be able to help make contact with their employees. It is very important to establish good working relations with these people prior to period of high employment. A comprehensive explanation of the MEP, its goals and services and of the recruiter's role should be provided to these resource persons. Grower's associations and state agricultural and fishing groups are also valuable resources. They can assist in identifying where migrants are employed or if they are self-employed such as in the fishing industry.

Employers will generally help you when they are able to help. The best time to approach them is during the slack season, if there is one. Make an appointment ahead of time and be prompt. Find out what types of work are available, how many workers are hired, and when the work is available. If the employer agrees to help, leave your name and telephone number so you can be contacted when workers start arriving.

Ask if you can recruit on the work premises. If so, what restrictions and conditions you must meet. Ask to put up posters and distribute program literature (in Spanish and English) on the work premises.

Once communication has been established with employers, maintain contact to make sure they don't forget the program.

A part of the survey includes a search to locate migrant housing. Some housing is made available by farmers/growers for agricultural migrant workers that include labor camps, housing units. Other areas where migrant workers might live are low income housing units or neighborhoods; mobile home parks; old farmhouses and older apartments and hotels. The names and locations of migrant housing should be logged and mapped. The local health department may have lists of camps and their locations. The State Department of Labor and Employment makes routine inspections of housing units and labor camps to review occupational health hazards. For information purposes, you may wish to call state and local agencies such as the department named above. These agencies normally can be found in the phone book under city, county or state agencies.

In the Community - Community Based Recruitment – An educational recruiter can benefit from establish lines of communication with local agencies and organizations. These resource people can help in identifying migrant families. Any information obtained from agencies should be handled with strictest confidentiality.

Churches
Colorado Department of Human Services
Employment Services
Health Clinics
Housing Authority
Legal Aid

These contacts enable you to receive information on where and when to identify migrant families and to set up working relationships that will facilitate the referral process. You may obtain the name and phone number of someone who could assist in referral efforts.

Informal community sources include migrant families already enrolled in the program, informal community leaders and local businesses patronized by migrant families (grocery stores, Laundromats, service stations, etc.)

An educational recruiter can be truly effective if he or she combines school-based recruitment with community-based recruitment. If a recruiter becomes dependent on the school district for referrals, migrant children will be missed. Many migrant families come into the state during the summer and will leave soon after the crop season is over. An educational recruiter who has practiced community-based recruitment will have a ready-made network that will give him or her many referrals.

Building a Recruiting Network

Many people in the school system and in the community would be willing to help identify children if they just knew what to do. If you can find these people and teach them what to do, a network of "eyes" and "ears" will be established to greatly increase your ability to find children.

The people who make up the educational recruiter's network cannot recruit students. That is your job. The role of the "networker" is very important but is limited to gathering information for you.

School Board Members

In any education organization, the ultimate responsibility rests with the Board of Trustees. If the Trustees become convinced that recruiting all migrant students is important, they will see that you receive all the support you need.

Work with your project director to enlist the support of the school board members. Some carefully prepared presentations to them could pave the way for working with all other school system employees. The superintendent should be present at the presentation to the school board.

Administrators

The key to working with education units is the administrator in charge. At the very least, you must make the acquaintance of this person and gain permission to enter the building and work with staff members.

School Secretaries

The school secretaries are important members of the recruiting network. When setting up the screening procedure previously outlined, it is up to the school secretary to follow-up with calls to the educational recruiter each time that a potentially migrant student enrolls. To gain the full cooperation of the secretary, enlist the support of the school principal.

If the secretary is not already familiar with the program, explain it and how it helps the migrant children. The more the secretary knows about migrant education, the more support you will receive.

Migrant Education Staff

Migrant staff members should be the most knowledgeable about the eligibility requirements. This should be a component of their training. Of course, it is not their job to do your recruiting, but they need to know the requirements a student must meet in order to receive their services.

Migrant staff should always be alert to situations with the children with whom they have contact. Children might talk about a new family that just moved in next door. Children already in school might say something that could alert staff members to the possibility that there are other migrants that may have been missed. When this occurs, staff members should immediately think of the educational recruiter and give that person a call. It is important that they know who you are and how to contact you.

Classroom Teachers

Classroom teachers can provide you with much the same kind of help as the migrant staff, although you cannot expect them to be as knowledgeable as the migrant staff about the program. One way for you to make yourself known to the classroom teacher is to task to attend a faculty meeting. At this meeting you could explain the program, describe eligibility requirements and how others might help. The best time to do this is at the beginning of the school year.

School Bus Drivers

Bus drivers know where all of the migrant children live, but they may not know that the children are migrant children. If they know what the definition of a migrant is, they can tip you off when they sense that family meets the qualifications.

At the beginning of the school year, you should arrange to meet with the bus drivers. They need to know what to be looking out for and how to contact you. Periodically follow up to see if they have any leads and to remind them to keep their eyes open.

Following Up

When someone gives you a lead or referral, follow up on it quickly. If not, the family might move and the referral may be lost. The person who made the referral may become discouraged if he/she sees that nothing happens.

A prompt response to the person making the referral and letting him/her know what the result of the referral was will ensure more referrals. If people do not know that they are assisting you in a positive manner, they will lose interest quickly.

Summer vs. Regular Term

If your district has both a regular-term and a summer program, one can be at the heels of the other, requiring you to deal with both at the same time. You need to look ahead and plan accordingly when approaching the end of one program and the beginning of the other. Often times, recruiting for one program helps in the recruiting of the other.

Recruiting Out-of-School Children

The migrant program federal regulations state that all children, ages 0-21, eligible for the program must be enrolled in the MEP. The federal regulations have further determined school-age children to be between the ages of three through 21. This age group generates FTE funding for LEAs when they are enrolled.

Whenever a student between ages three and 21 does not enroll in school, he/she becomes known as an out-of-school student. The student should be identified and enrolled in the MEP as an out of school (OS) school child. This should be done annually.

This student population has very unique needs. To locate these youths, remember that they may be living alone or with other of similar age. You may develop some leads by driving around the community (community based recruitment) and observing places where these youths may gather. For example, you may find non-attending youth in Laundromats, video arcades, shopping malls, record stores, and singles housing complexes and adult education classes. You might want to leave posters at these locations with your name, address and telephone number. When you interview these youths, ask if they know of others

who may be out of school and may qualify for the program.

You may find it useful to have brochures and other information on programs available when identifying and recruiting these youth. The social services directory is one starting point to begin identifying services and programs in the youth's community.

A national program especially funded for migrant youth is the High School Equivalency Program (HEP.) There are several of these programs in Colorado. The program may be residential or commuter-based. Its purpose is to provide individualized instruction to enable participants to take the General Education Diploma (GED.) The GED may be taken in English or Spanish. The program also offers guidance regarding opportunities to continue post secondary education. Program participants are provided with daily classes, instructional materials, GED test fees and stipends for full-time students.

INTERVIEWING THE FAMILY

Introduce Yourself and the Program

- Identify yourself properly (name, position, and district) to the family. Explain your function and your reason for visiting the home.
- Put the family at ease by explaining the potential benefits of the program. Explain that your visit has no bearing on other federal or state services such as immigration, public assistance or collection agencies.

- A sample introduction might be: "Hello, my name is_____. I am a home-school educational recruiter and I work with ____ school district/agency. I would like to explain the services that the school provides that might help your children. Are you familiar with the MEP? * This program is not associated with any other federal or state offices."

  Please Note: We are using the acronym here for continuity. However, please use the full title when addressing the parents.

  Assure the family that school officials, for school purposes only, use the information obtained. The program offers assistance to children who move from place-to-place and whose education is interrupted because the family moves seeking work in agricultural or fishing industries.

Continue: "Would you like to know more about the program to see if you are eligible for services?"

Confirm Eligibility/Explain the Program

- Ascertain eligibility. For example: "To be eligible, the child must have moved with a parent, guardian or member of the child's immediate family for the purpose of seeking or obtaining temporary or seasonal work in agriculture or fishing activities. Have you and/or your child/children moved for this purpose in the last three years.
- Explain the purpose of the COE. Show the form to the family. Ask if the family has already filled out a COE. If so, ask to see it, if available. This will save time and assist you in verifying data.

- Verbally verify the last (most recent) qualifying move, locations and dates. Write this information on the new COE in the last qualifying move section.

- Explain the MEP in general and expand in detail, where necessary.

a. Explain records transferred on all children enrolled in the NGS.
b. Instructional help to children above and beyond the regular school services, if applicable (explain).
c. Length of eligibility, priority of services, nationwide program, Colorado State services.
d. Physical exams provided to include skin tests, immunizations, blood work and referral when necessary.
e. Referrals to alternative educational programs for dropouts, where available.
f. Stress the importance of parental involvement.

Learn to Deal with Objections

Some families object to the term "migrant." Therefore, it is probably best to downplay the term but do not let this keep you from explaining the program. Focus on the benefits of the MEP. Point out that the children who move frequently to enable their families to find work need extra help, and the program exists to provide that help. Try to appeal to the parents' desire for a good education for their children.

"If my child doesn't need services, why should I sign up?" To deal with this objection, explain that the state is required by federal law to sign up all eligible children. Furthermore, every child enrolled generates funds for those who need the services provided. Point out the advantages that all children receive from the program; enrollment in NGS, which sends records to any school and migrant program in the country, health screening, assistance with housing and transportation needs, etc.

Complete the COE

- Be completely familiar with all items on the COE that must be completed.
- Explain all services in full before obtaining the parent's signature.

Complete the Health Data Entry Form (HDEF)

- Be able to explain the uses and purposes of the Migrant Student Health Record (MSHR.)
- Be completely familiar with all items on the HDEF.
- Explain the importance of accurate, current health information
- If you are recruiting students for the migrant summer school program, ask parents to read and sign the consent form for summer school health services.

Explain Roles of Parents and the Educational Recruiter

- Encourage communication between parent and school. Request that parents call you or the school if they have any questions or if they are planning to move from the area. Leave your name and phone number and the hours you can be reached. Be sure school or agency staff is instructed to take adequate messages when parents call.
- Explain parental involvement needs and ways in which parents can become involved in their children's education.
- Offer assistance in utilizing your resources. Capitalize on the rapport you have built with growers, community services agencies, churches, state agencies and others.

Close the Interview

- Ask the family if they know of other families in the area who have arrived for agricultural or fishing purposes. If so, obtain the name of the family, directions to where they are living and /or the name of the farm, ranch, farm labor camp or commercial site where they are employed.
- Document the visit on district or agency required forms. The recommended daily log, mileage sheet, referral form (when applicable), etc., may be used if desired. The documentation process should take place immediately after the interview to facilitate accurate reporting.

- Indicate the date of the next scheduled visit, if applicable.
- Thank the parent(s) for his/her time.

INTERVIEWING CHECKLIST

Follow steps listed here thoroughly and sequentially when interviewing a family to determine eligibility.

1. Prior to the home visit:
   ____Prepare for the interview.
   ____Contact the parent or guardian before making your visit to establish a meeting time.
   ____If necessary, request a quiet meeting place.
   ____Be courteous and businesslike.
   ____Dress professionally according to your area of assignment.

2. To obtain the appointment:
   ____State the purpose of your visit.
   ____Be prepared to answer objections.
   ____Remember that people react in different ways to things. Do not take rejections personally. Be polite, yet firm, in your speech.

3. Introduce yourself:
   ____State your name, position and place of employment in a calm, pleasant manner.
   ____Ask to speak to Mr. or Mrs._____ and present identification.

4. Explain the purpose of the home visit:
   ____Is the family familiar with the MEP?
   ____If yes, summarize services and benefits, recap to ascertain parent knowledge.
   ____If no, briefly explain benefits.

5. Explain the educational recruiter's role and briefly explain the potential benefits of program participation:
   ____Educational and health records.
   ____Transfer of this information across school district lines.
   ____Supplemental education and instructional assistance...
   ____Accident insurance.

6. ____Explain that the MEP is not related to any other federal or state agency such as immigration, public assistance, etc.

7. ____Remind parents that all information is confidential.

8. Ask if parents would like to know more about the MEP to determine eligibility:
   ____ Yes. Continue with the interview.
   ____ No. Attempt to ascertain the reason by asking an open-ended question, one that cannot be answered by a simple yes or no. Leave your name and phone number in case they change their mind.

9. Once rapport is established with the family:
   ____Introduce and explain the purposes of the COE.
   ____ Ask if a COE has already been filled out.

____ Explain that you will need to ask some questions to complete the form.
____ Record the fact on the Basic Interview Pattern. (BIP) form before entering any information onto the COE.

10. To verify the Last Qualifying Move (LQM)/Qualifying Arrival Date (QAD):
____ Complete a new COE if a new LQM/QAD has been made since the move indicated on the previous COE or if no COE has been completed or is available.
____Do not complete a new COE if no LQM/QAD has been made.

11. Explain for what the information on the COE will be used:
____ Entering and updating student data on NGS.
____ Determining student's eligibility for program services.

12. Questions to ask:
____ When was the last time (what was the date) you and your family moved?
__ Within the past 36 months?
__ More than 12 months ago and up to three years ago?
__ More than three years ago? *Note: If this is so, the children are ineligible.*
____ What was the purpose of the most recent move?
__To seek or obtain employment in a qualifying activity
__To seek or obtain other than agricultural/fishing employment

____ Prior to the most recent move have you and your family moved within the last three years?
__ Yes. (Write down dates and locations.)
__ No.
____ What was the purpose of each move?
__To seek or obtain employment in a qualifying activity.
__To seek or obtain other than agricultural/fishing employment.
____On the most recent qualifying move, where did you move from and to?
__One state to another.
__One school district to another.
__Within the same school district.

13. Based on previous responses, identify the agricultural /fishing activity:
____Seasonal (done only certain times of the year.)
____Temporary (done year-round, but hired only for a specific period of time.)
____Permanent (full-time regular employee.)

14. ____Determine eligibility based on responses to questions in step number 11 and outcome of step number 12.

15. ____Complete a new COE

16. Prior to asking the parent to sign the COE, explain the following aspects of the program.
____Accident insurance
____Confidentiality and FERPA
____Instructional support beyond regular classes
____Length of eligibility, priority of services, national scope of the program, Colorado services
____Parental involvement, PAC's
____Physical exams: skin test, immunization, blood analysis, and referrals

____Records transfer for all children enrolled
____Referrals to alternative schools

17. Request parent signature on COE:
    ____Review the COE carefully in the presence of the parent and ask questions to clarify any incomplete items.
    ____Ask the parents if they have any questions about the Colorado MIEP. If there are questions that need follow-up, get back to them as quickly as possible.
    ____If the family is not eligible; briefly explain that according to Title I MEP regulations they are not eligible for services at this time.

18. ____Complete a HDEF.

19. Request a parent signature on the HDEF and consent form, if applicable.
    ____Review the form carefully and ask the parent to clarify any items that are incomplete.
    ____Ask if the parents have any questions about the MHP or the MSHR.
20. Close the interview:
    ____Hand out brochures and informational materials...
    ____Encourage parents to call you if they have any other questions or information.
    ____Thank the parent(s) for meeting with you, leave your business card and politely leave.

Safety Tips

The nature of your job exposes you to more potential hazards than the jobs of other school employees. Use common sense and follow the following guidelines:

- Always introduce yourself and wear identification.
- Be aware of your surroundings at all times. Have a colleague accompany you in certain circumstances. Approach a residence where you can be seen easily.
- If necessary, wear protective clothing at work sites.
- Make sure your car is reliable. Have it serviced regularly and know how to fix a tire.
- Prepare for all kinds of weather conditions by carrying extra water, food, and a blanket.

CERTIFICATE OF ELIGIBILITY

What is the COE?

According to the federal register a state must determine (1) "that the child is a migratory child as defined under section 116d.3(d) and (2) has made a written record of the basis on which the child's eligibility was determined." The state has determined that the COE serves as this written record. This form is updated or reformatted according to need as eligibility or nationwide requirements change.

Purpose

There are three specific purposes for the COE

1. The COE documents the basis on which the children have been determined eligible for participation Title I, Migrant Education services and to obtain parental or guardian consent for children to participate in the Title I Migrant Education activities.
2. The COE serves as a document to obtain family-children information required for enrollment into NGS.
3. The COE may be used for enrollment of students into NGS. NOTE: The COE is not an update form for NGS and can only be used as an input form when processing enrollment.

Information Required
The four essential points of information that go on the COE are:

- Parent Data
- Eligibility Data
- Migrant Child Data
- Parent/Guardian Signature

The completed COE should include the names of all eligible children between the ages of Zero and 21. This includes preschool (ages Zero to four), school (ages five to 17), all dropouts (up to age 21) and all other school-aged children not attending school. Children born after the last qualifying move are not eligible and should not be placed on the COE.

*Activity needs to be specifically defined. For example: irrigating onions, crops, and carrots OR driving a tractor while plowing fields.

BASIC INTERVIEW PATTERN (BIP) Used to determine Migrant Education Program Eligibility

Name of Person Interviewed: _____

School District _____ Date of Interview_____

1. Has the family (or part of the family) ever moved to seek work? ___ Yes___ No

2. When was your most recent move to seek work?_____

3. From where did you move? _____

4. Where did your move to? _____

5. For what kind of work were you looking? _____

6. Who was seeking employment? _____

7. Names of children or other members of the family (less than 22 years of age and who have not graduated from high school) that moved with your family._____

_____

8. Names of other children or members of the family (less than 22 years of age)

_____

_____

9. Date they joined you:_____

BIP Used to Establish History of Migrant Activity

Arrival Date: _____

From: _____

To:

_____

Who looked for Work: _____

Occupation; _____

Reason For Move: _____

Type of Work looked for: _____

Arrival Date: _____

From: _____

To: _____

Who looked for work: _____

Occupation: _____

Reason for move: _____

Type of work looked for: _____

Arrival Date: _____

From: _____

To: _____

Who looked for work: _____

Occupation: _____

Reason for move: _____

Type of work looked for: _____

Important Steps

Only an interviewer trained in the MEP Migrant is authorized to complete COEs. Following are some essential guidelines and helpful hints:

- Complete the qualifying move data first to determine eligibility before filling out the entire forms.
- Conduct a personal interview to ascertain eligibility and complete the COE.
- Explain information on programs and services available to the parent or guardian prior to obtaining his/her signature.
- It is extremely important to tell the family that the information obtained is CONFIDENTIAL and will be used only by educational agencies.
- The COE must be completed in ink by the recruiter and should be neat and readable.
- The local school district/agency must verify for the state education agency the eligibility of each student by signing the COE form.

- Review the COE before leaving the home to ensure that all sections have been completed and responses recorded in the proper section. Review the completed form with the person being interviewed.

Be thoroughly familiar with the COE before the interview. Know what is required in each section and why it is required. Parents, school personnel and others should never fill out the COE. Fill out the form yourself, based on your interview. Determining student eligibility is the most critical function of the COE. Be sure to document all information carefully.

Distribution and Verification

Once the interview and COE are completed, the recruiter makes a photocopy and gives it to the program assistant specialist, to be scrutinized, and the ORIGINAL is then sent to the CDE Migrant Program office, where it is once again verified that it is complete and accurate. A copy of the form is then filed at the LEA. All COEs must be on file in the area/district office and the SEA designated location for five years after the child's three-year eligibility period ends.

PARENTAL INVOLVEMENT

Schools and the MEP staff can establish a line of communication with the parents that can be effective and meaningful. Some helpful hints:

1. Describe the MEP and encourage parents to visit and observe the classroom. Review the school's learning objectives for their children.

2. Parents are welcome to observe classroom activities at any time. Remind them that an open channel of communication is necessary to their children's learning process. As a courtesy to the instructional staff, encourage the parents to make appointments.

3. Make contact with the parents as often as possible. Visits, phone calls and notes can keep parents informed about their children's learning skills.

4. Discuss with parents both positive and negative experiences their child has had at school. Strengths and weaknesses should be given equal weight if the child's skills are to improve.

5. Help parents have a successful parent-teacher conference by encouraging them to ask the following questions of their child's teacher:

- Can assignments be made up?
- Do children's attitudes and behavior affect grades?
- How are grades earned?
- How can grades be improved?
- How do absentees affect grades
- How is my child doing in school?
- How does my child get along with other children?
- I don't speak English very well, how can I help?
- May I see my child's schoolbooks?
- May I see some of my child's work?
- May I visit the classroom?
- Should my child have homework?
- What is the daily schedule?
- What is the policy on homework?
- What subjects are being taught?

Parents possess a wealth of information and ideas that can help school personnel better teach their children. The following questions might be addressed during home visits:

- Are there any problems at home that might be affecting your child's schoolwork?
- Does your child have a library card?
- Does your child have access to books at home?
- Does your child eat breakfast?
- Does your child go to bed early?
- Does your child read at home?
- How much television does your child watch?
- How much time does the child spend on homework?
- Is there a quiet place where the child does homework?

Encourage parents to discuss the day's activities with their children by asking the following questions:

- Did you read a story today?
- Do you have any homework?
- How did your day go?
- How is your teacher?
- Let's read something together?
- Were any notes sent home today?
- What did you do in school?

Encourage parents to listen to their child's responses and spend a minimum of fifteen minutes each day with each child talking about school activities. Encourage parents to ask their children to read to them each day.

As an educational recruiter, you do not have the time or the resources to be everything to the families. Rather than fostering a dependency on you, you need to teach families what they need to know to be self-sufficient. You will be a more effective educational recruiter if you can narrow your involvement to the few services that are basic to the job.

The education of the child hinges on a simple message being sent from the home to the school or from the school to the home. If there is language, cultural or other barriers that impede this communication, you are in a position to do something about it. For example, a brief message can make a lot of difference. It is depressing for a child to wait half a day for a bus that does not arrive and to later discover that the parents did not understand that there was no school because of a holiday.

PAC

Establishing rapport with the parent is a necessary ingredient to the success the child experiences. The relationship that develops between the parent and the MEP staff must be one that produces a harmonious and close partnership. It must be a relationship of trust and confidence. The program staff must believe that the parent can and will take an interest in the child's education.

One method of establishing rapport between parents and school is to encourage parents to become actively involved in the PAC. Each migrant project at every level is required to have a PAC to advise it and to ensure the involvement of parents in the program. Because of your relationship with the parents and your knowledge of the migrant community and its language and culture, you play a key role in the operation of the PAC.

Tips on Creating a Successful PAC:

1. Act as a translator at parent meetings, parent-teacher conferences and social services, as needed.

2. Ensure that fun activities are scheduled for children who may attend school functions with their children.
3. Invite parents to regularly scheduled PAC and other school meetings.
4. Make parents aware of the need and value of parent participation at the local level.
5. Provide in-service training for parents on topics that will assist them in effectively participating in school district activities.
6. Provide parents with information about the Migrant Education Program and educate them about program issues.
7. Provide transportation for parents to and from meetings and other school functions with their parents.
8. School personnel and other agency/resource people should be sensitive to the migrant lifestyle.

The work with the PAC is an extension of your recruiting assignment. The public relations created with the PAC will have a very positive effect on your efforts to recruit.

To work effectively with the PAC, you need to stay in close contact with the parents. This contact will make it easy to ask them frequently if they know of any families that have moved to the area recently.

The local PACs are usually an entry opportunity that may lead to nomination to the state PAC. The state PAC advises the Colorado MEP staff on issues related to the program. Parents are encouraged to become actively involved, as at least 66% of the members of this states committee must be parents.

Parent Training

The Colorado MEP office and the local programs provide in-service workshops specifically designed for parents. These workshops provide parents with information on how they can effectively become involved in their children's education. Workshops can be designed so that several home visitors from nearby districts or agencies can meet, discuss and interact on issues concerning parents. Educational recruiters play an important part in the development and implementation of these parent workshops. The state program office provides in-service training to the educational recruiter on gaining and sharing information that would enhance participation of migrant parents at the local school level. Many resources are available to help parents work with their children in school-related activities.

REFERRALS

The referrals – directing needs to the appropriate resource(s) – is addressed in this manual because much of the migrant child's educational success is dependent on the family's ability to provide for the physical, emotional and health needs of their children.

The Federal Register States:

Under what conditions may support services be provided?

(a) An SEA or an operating agency may provide health, nutritional, social or other supporting services with migrant education funds if

(1) These services are necessary to enable eligible migratory children to participate effectively in instructional services and

(2) In the case of an operating agency, that agency has first

i. Requested assistance from the SEA in locating and using other Federal and State programs to provide for these services; and

ii. Determined that funds or services from other programs are not available or are inadequate to meet the needs of the participating migratory children.

To successfully provide support services, it is important for you to establish a good working relationship with agency representatives and become very familiar with social service agencies. You should know the location and office hours, contact person and phone number, eligibility criteria and the nature of service(s) provided by every agency in your area.

There are many agencies and organization that provide services. The following is only a partial list.

CLOTHING

- Local churches
- Local church groups
- Rocky Mountain SER
- Salvation Army

FINANCIAL

- Dept. of Social Services (state)
- Family Emergency Assistance
- Interface Program
- Local Churches
- Rocky Mountain SER

FOOD

- Cooperative Care Centers
- Department of Social Services
- Local Church Groups
- Rocky Mountain SER
- Salvation Army

HOUSING

- Community Service Groups and Agencies
- Dept. of Housing and Urban Development (federal)
- Growers Associations
- Landlord/Tenant Associations
- Local Churches
- Local Housing Authorities
- Rocky Mountain SER

LEGAL

- Legal Aid (county)
- Rocky Mountain SER

MEDICAL

- Colorado Community Centers
- Community Service Groups (e.g.; Lions Club)
- County Health Groups
- Health Clinics
- United Way programs

Making the Referral

The following steps will assist you in making referrals:

- Assess the needs of the family by gathering the information during an interview with the family, student and other school staff.
- Find out if the agency can only assist legal immigrants so that we don't send undocumented families to agencies that can't serve them and may report them.
- Maintain confidentiality of information obtained in making referrals.
- Provide transportation to the available resources, if necessary. You may also need to provide translation services if other translation support is not available.

- Refer a child only if parental consent is granted (when applicable).
- Review the eligibility requirements of the program to assure that the client is being referred to the appropriate program, or that they potentially qualify for the program

- Upon determination of the family's needs, inform them of the services that may best meet their needs.

Following Up

It is important to follow up on referrals to ensure that initial needs have been addressed.

- Contact the family within two or three days to inquire about results. These contacts may be made either by phone or by letter.
- Ensure that all contacts and follow-up are appropriately documented.
- Establish a cooperative, mutually helpful relationship with the social service delivery staff or local agencies, both in the initial contact and in follow-up activities.
- Serve as an advocate for the family. If additional items are necessary to formalize or complete the referral or to obtain the services, take appropriate action.

NGS IMPLEMENTATION GUIDELINES

The following procedures have been developed to assist LEA staff in implementing NGS activities. These guidelines are not inclusive and staff is encouraged to develop alternate procedures (consistent with federal regulations) if necessary, to facilitate performance of NGS activities.

Forms that will help the LEAs perform the NGS activities are included in these procedures.
Maximum benefit can be derived from the use of these procedures when supplemented by *The New Generation System User's Guide* (printed from System Helps in NGS)

The policies that follow meet minimum requirements. Districts should contact their SEA for further clarification of the following guidelines.

In-service NGS Training

1. Hands-on training for each program assistant specialist entering data into NGS.
2. History and background information on NGS, including its purpose in serving migrant students.
3. Overview of NGS and its features and capabilities.
4. Overview and procedures for running NGS reports.
5. Overview of the LEAs required NGS activities and implementation guidelines, including:
    - Priorities and procedures for submitting/inputting required migrant student data into NGS.
    - Strategies for assessing the effectiveness of the implementation of the required NGS activities.
6. Role of the State Education Agency (SEA)

Because NGS is continuously in development, additional training will be scheduled as new features and capabilities become available.

SEA staff will provide additional technical assistance upon request by LEA personnel.

COE

Submit COEs to CDE within one week of the educational recruiter's signature date. Once the COEs have been processed at the state level, you will receive student transfer documents on each of the students that you enrolled on the COE's. This means the student demographic information and enrollment from the COE has been entered on NGS. From this point forward you can add any necessary information to the student's record (e.g., withdrawals, health information, assessments, etc.)

You cannot enter COE information into NGS on your own. You must first submit COE's to the state office for student eligibility approval.

RE-ENROLLMENTS FOR THE REGULAR YEAR AND SUMMER SCHOOL

Important NGS Enrollment Information

- Enrollments/Re-enrollments are on going priorities because they are tied to funding for the district.
- Mass re-enrollment procedures are optional and are designed to help expedite the enrollment process. In order to accurately reflect migrant students' current enrollment status within a district, enrollments must follow them from school to school.
- The reporting window for federal performance counts falls between September 1-August 31 of each year. The Colorado Migrant Education Program (MEP) reports two unique counts to the Office of Migrant Education (OME). These are the Year-Round Count and the Summer/Intercession count. On NGS these counts are calculated from the enrollment lines. Each enrollment line on NGS contributes to the "count" for federal reporting purposes.

ENROLLMENT TYPES FOR NGS

Regular Enrollment – All migrant students enrolled in a regular school term or a year-round school program.

Summer Enrollment – Students enrolled in a summer school program.

Intercession Enrollment – Students enrolled in an intercession program with MEP funds attached (during year-round programs when students are off-track, school offer an intercession program for students to remain in school during break)

Residency Only Enrollment – Non-attending migrant children (ages birth-21)

Regular Enrollments:

- Enter a **"Regular"** enrollment type for students attending school during the regular year and/or for students who are attending a year-round school program (not the same as intercession.)
- **Regular and Year Round** enrollments for the current year can begin as early as July 1 of the previous reporting year and will be counted for the current year if no withdrawal date is encoded. For example, if a student will be counted in the 2000-01 reporting year as well as in the 1999-00 reporting year.
- If a child aged three to five is attending a home-based or center-based childcare program, enrollment and withdrawal dates along with a **"Regular"** enrollment type need to be entered on NGS.

Summer Enrollments:

- Enter a **"summer"** enrollment type for students attending school during the summer.

Intercession Enrollments:

- Only enroll students in **intercession** if students are attending an intercession program with MEP funds attached. These students should be withdrawn from the year-round program and enrolled in the intercession program and withdrawn at the end of the program. After withdrawing the students from the intercession program re-enroll them in the year-round session (add another "Regular" enrollment) and withdraw them at the end of the school year or whenever they have an early withdrawal. Since intercession programs can only be counted once for funding purposes, enroll students in the earliest one possible in order to ensure students are counted for funding.

Residency Only Enrollments:

- Children residing in the district but not attending school must be encoded with an enrollment type of **"Residency Only."**

- The encoding of **"Residency Only"** students into NGS is dependent upon the generation date (date in which information is entered into the system) or the enrollment date. If you do not enter an enrollment date for **Residency Only** students, when a report is pulled from the system, it will pull from the generation date rather than the enrollment date. If the enrollment information is being entered **before** August 31 (the end of the current reporting window) then either way is acceptable. If **"Residency Only"** students are entered into NGS **after** August 31 (the end of the current reporting window) but were residing in the district before September 1 (the beginning of the next reporting window), then you **must enter an enrollment date** that falls within the window of September 1 – August 31 of the desired reporting year. The generation date alone will not allow the student to be counted for funding purposes, even though the student resided in the area during the specified time. **For further clarification on this point, contact the state migrant office.**

EARLY WITHDRAWALS

Enter early withdrawal dates for students who left school within one month after withdrawal date. For example, if a student left school on February 15, 2000, you must enter that information onto NGS by March 15, 2000.

Withdrawals Regular Year and Summer School

- Mass withdrawal procedures are optional and are designed to help expedite the withdrawal process.

- If you entered an enrollment date for non-enrollees (**"Residency Only"**) the withdrawal date should be the same as the enrollment date.

- A withdrawal is not a reason for termination.

- All enrolled migrant students must be withdrawn at the end of the school year/summer session to ensure an accurate count.

Other Information That Needs to be Provided During Withdrawal Time

- Formal Assessment (test data)
- Health/Medical Alerts
- Secondary Credit
- Supplemental Programs Data
- Withdrawals

TERMINATION CODES

A termination flag should be entered when the student has received one of the following designations:

*Deceased * GED * Graduated *Parent Request

Important NGS Termination Flag Information:

- A withdrawal is **NEVER** a termination!
- If a "termination reason" is entered into the system, a "termination date" must also be entered into the system.
- The NGS Termination form (enclosed) is considered optional if the district/LEA has another form/procedure for data input regarding terminations.
- Three years from LQM/QAD, which is considered the "End of Eligibility," is not a termination reason. It is not necessary for the NGS Data Specialist to enter the end of a student's eligibility. The system automatically calculates the end of eligibility for every student.

On the following page is a NGS Student Withdrawal/Termination Code Form.

NGS STUDENT WITHDRAWAL/TERMIANTION CODE FORM

Student Name: _____

USID _____ SSID _____

Student Date of Birth: _____

>>>

DELETIONS

For **ANY/ALL** student information to be deleted from the system, provide the following information to the SEA:

- Information that needs to be deleted
- Migrant student first and last name
- Migrant student birth date
- Migrant student identification number

Information may need to be deleted:

- When a student has an enrollment that conflicts with another enrollment.
- When there is a student with two different student identification numbers that are the same (duplicate) – you would submit both students' information.

SUPPLEMENTAL PROGRAMS

Report each student for the supplemental program in which the student participated during the regular and summer/intercession terms. Include only those instructional and support services provided in whole or in part with MEP funds.

Report each child once for each term in which he/she participated in each instructional and support category. For example, do not report the number of service interventions per child each term, such as the number of tutorial sessions in a given subject or dentist visit per child.

The Program Directors should oversee the completion of the Supplemental Programs section because it is directly related to the completion of the Annual Performance Report for the Office of Migrant Education (OME).

For Regular/Year-Round Programs:

Do not count children in a term during which they were served only in school wide programs that combined MEP funds/services with those of other programs.

If any of your schools are implementing school wide programs that combined MEP funds/services with those of other programs, a school wide programs indicator must be checked off on the appropriate Facility Listing in NGS.

For summer/Intercession Programs

All migrant students enrolled in summer/intercession programs with MEP funds attached must have supplemental program data entered into NGS.

Following is a list of supplemental programs that should be selected if a student received supplemental services with MEP funds during the regular year, summer and/or intercession program.

Please note the Colorado supplemental form has been updated to match the list of supplemental programs on NGS. See list below and new form enclosed.

SUPPLEMENTAL PROGRAMS LIST

Instructional Services

- Bilingual (Pre-K – 12th)
- Distance Learning (Pre-K – 12th)
- Even Start (Pre-K)
- Mathematics (Pre-K – 12th)
- Other Language Arts (K – 12th)
- P.A.S.S. (9th – 12th)
- Project SMART (K – 6th)
- Science (k – 12th)
- Tutorial Elementary (K – 5th)
- UT (TAAS) (9th – 12th)
- Work Study (6th – 12th)
- Mini P.A.S.S. (5th – 8th)
- Building Bridges (Pre-K)
- English as a Second Language (Pre-K - 12th)
- GED/HEP (9th – 12th)
- NovaNet (9th – 12th)
- Other 1,2 & 3 (Define)
- Pre-School (Pre-K)
- Reading (K – 12th)
- Social Studies (K – 12th)
- Tutorial Secondary (6th – 12th)
- Vocational/Career Education (6th – 12th)
- Adult Literacy

Support Services

- Guidance/Counseling
- Health
- Nutrition
- Parent Training
- Pupil Services
- Dental
- Other 1 (Define)
- Pupil Transportation
- Social Work/Outreach for Advocacy

SUPPLEMENTAL PROGRAMS DESCRIPTIONS

INSTRUCTIONAL SERVICES:

Adult Literacy:
High school students or adults taking ESL, Computer, GED, and ABE classes.

Bilingual:
Instruction in two languages – Title VII Bilingual Programs, District Bilingual Programs

Building Bridges:
A Preschool program based in Texas.

Distance Learning:
Courses presented via satellite. May also be videotaped and presented to students later.

ESL:
English Language Learners (ELL/LEP) receives extra help in learning to speak English.

Even Start:
A Title I family literacy program for children birth to eight and their families. Migrant Even Start is the same program but limited to eligible migrant families.

GED/HEP:
GED (General Educational Development Diploma) includes preparation and testing. HEP (High School Equivalency Program) includes preparation for GED.

Mathematics:
Instruction in arithmetic, general math, algebra, geometry, trigonometry, calculus, etc.

NovaNet:
A distance-learning program

Other 1:
To be determined by the Local Education Agency. Must be consistent for all students.

Other 2:
To be determined by the Local Education Agency. Must be consistent for all students.

Other 3:
To be determined by the Local Education Agency. Must be consistent for all students.

Other Language Arts:
Instruction in language skills (except reading), linguistics, literature, composition, speech, dramatic arts, communication skills, understanding language systems, appreciation of a variety of literary forms, and proficiency and correct use of the English language.

P.A.S.S.:
(Portable Assisted Study Sequence) – An instructional correspondence or semi-independent program to help students make up partial or full credits of course work for grade promotion or high school graduation.

Pre-school:
Any instructional activities a child has received in the infant, toddler, or head start categories (ages birth-4).

Project SMART:
A distance-learning program

Reading:
Instruction in reading readiness, beginning reading, developmental reading, etc.

Science:
Instruction in Biology, Chemistry, etc.

Social Studies:
Instruction in World History, History, Geography, Civics, etc.

Tutorial Elementary:
General tutorial services, in addition to regular classroom instruction, provided for individuals or small groups of elementary students.

Tutorial Secondary:
General tutorial services, in addition to regular classroom instruction, provided for individuals or small groups of secondary students.

UT (TAAS):
University of Texas, Texas Assessment of Academic Skills – Required for high school graduation at every Texas high school. Student's home based in Texas may take the TAAS in Colorado.

Vocational/Career Education:
Instruction in typing, small engine repair, electronics, auto mechanics, home economics, hands-on job experience, such as shadowing or visiting different employment sites, school-to-career activities/courses.

Work Study:
Instructional activities related to do with on-the-job training. Students work part time and attend school part time.

SUPPORT SERVICES:

Dental:
Providing sealants, cleanings, and other preventive procedures.

Guidance/Counseling:
Providing students with appropriate services and support regarding their academic, social, emotional, and behavioral development.

Health:
Providing screenings, immunizations, and/or referrals to other health care providers.

Nutrition:
The preparation and serving of regular and incidental meals, lunches, or snacks in connection with school activities.

Other 1:
To be determined by the Local Education Agency. Must be consistent for all students.

Other 2:
To be determined by the Local Education Agency. Must be consistent for all students.

Parent Training:
Child development, literacy with children and coping skills.

Pupil Services:
Includes activities that assist with school materials and take home books such as (RIF).

Pupil Transportation:

Transporting pupils between home and school and/or on trips related to school activities; or transporting students to care, health providers, jobs, job training, adult education, legal help, etc. the doctor, dentist or hospital.

Social Work/Outreach for Advocacy:
Activities which help families find the community resources they may need, such as housing, clothing, food, child

Formal Assessment (Test Data)

Vocabulary

Drop down lists – must choose from a pre-selected list

Free form – able to input anything

Enter all formal assessment information into NGS. The system assigns a Formal Test ID to each test input. In order to input formal assessment information, you will need the following information:

- **Assessment type (drop down list, see enclosed list)**
- Assessment name (free form)
- Assessment date (free form)
- Short school ID (free form)
- Assessment result (free form)
- Result type (drop down list, see enclosed list)
- Grade level (drop down list)

NGS contains informal assessments as well as formal. At this point, we only require formal assessments. Therefore, it is completely optional to take advantage of other information available, such as Pre K/K informal assessments or Observed English Language Assessments. Feel free to collect and report the information if desired.

Assessment Types within NGS:

- End of Course Exam – Algebra
- End of Course Exam – Biology
- End of Course Exam – English 2
- End of Course Exam – U.S. History
- Language Proficiency 1 – Reading/English
- Language Proficiency 1 – Writing/English
- Language Proficiency 2 – Reading/English
- Language Proficiency 2 – Writing/English
- Language Proficiency 3 – Reading/English

- Language Proficiency 3 – Writing/English
- Language Proficiency 4 – Reading/English
- Language Proficiency 4 – Writing/English

Assessment Types within NGS:

- Language Proficiency 1 – Reading/Spanish
- Language Proficiency 1 – Writing/Spanish
- Language Proficiency 2 – Reading/Spanish
- Language Proficiency 2 – Writing/Spanish
- Language Proficiency 3 – Reading/Spanish
- Language Proficiency 3 – Writing/Spanish
- Language Proficiency 4 – Reading/Spanish
- Language Proficiency 4 – Writing/Spanish
- Math Instructional Level
- Other Standardized Test 1 – Math
- Other Standardized Test 1 – Reading
- Other Standardized Test 1- Writing
- Other Standardized Test 2 – Math
- Other Standardized Test 2 – Reading
- Other Standardized Test 2 – Writing
- Other Standardized Test 3 – Math
- Other Standardized Test 3 – Reading
- Other Standardized Test 3 – Writing
- Other Standardized Test 4 – Math
- Other Standardized Test 4 – Reading
- Other Standardized Test 4 – Writing

- Reading Instructional Level
- Statement Academic Achievement – Math

Assessment Types within NGS:

- Statement Academic Achievement – Reading
- Statement Academic Achievement – Science
- Statement Academic Achievement – Social Studies
- Statement Academic Achievement – Writing
- Statement Academic Achievement/Exit Level – Math
- Statement Academic Achievement/Exit Level – Writing
- Statement Academic Achievement/Spanish – Math
- Statement Academic Achievement/Spanish – Reading
- Statement Academic Achievement/Spanish – Writing
- Writing Instructional Level

Assessment Result Types within NGS:

- Grade Equivalent
- Language Level
- Normal Curve Equivalent
- Not Applicable
- Percent
- Percentile Rank
- Performance Grade Level
- Raw Score
- Scales Score
- Stanine
- TX Learning Index

SPECIAL EDUCATION INFORMATION

In order to add information regarding Special Education, you must have a contact ID that NGS automatically assigns when you enter a contact record for a school/student.

All students who have special education needs must have their information in NGS by September 30th of each year.

NGS HEALTH INFORMATION

NGS Health Record

The NGS Health Record for a student includes information on various health exams, results and dates when the exams were administered to the student. NGS stores the most recent health information. Therefore, a student has only one health record. When a student receives new screenings, one can update the existing health record in NGS to reflect the most current results. NGS automatically assigns any health information to NGS; but a health contact must be entered for the particular health update.

NGS IMMUNIZATION INFORMATION

NGS stores the complete immunization history on each student by immunization type. As an immunization is added, NGS assigns a unique immunization ID to the record. All health immunization updates must be entered in the system by September 30th of each year.

NGS MEDICAL ALERTS

Medical alerts are warnings of conditions and/or allergies pertaining to the students that were professionally diagnosed. NGS displays the alert type and date. Multiple Medical Alert records can be added per student. Medical alert records can be tied to another Medical Alert record through a unique Alert Link. Only Medical Alerts that are related conditions should have an Alert Link. For example, a Medical Alert is diabetes with a related condition of high blood pressure, which can be tied to the condition diabetes by an Alert Link. Before adding any Medical Alerts to NGS, a health contact must be entered for the particular medical alert. The Medical Alert can be updated as necessary, if the condition changes.

Some Medical Alerts require a Medication Record. You must use an Alert ID to link the Medical alert to the Medication Record. The Medical Alert Record must be added before the Medication record. Multiple Medication Records can be added to a Medical Alert. Medication Records can be updated at any time.

NGS QUALITY CONTROL

The SEA staff with administrative responsibility should assess the implementation of NGS required activities throughout the school year on an ongoing basis.

The purpose of assessing the NGS component activities is to determine the extent to which they are being implemented in a manner consistent with these requirements. Ongoing examination of the NGS operations will enable LEA/SEA staff to:

- Identify operational strengths and weaknesses, reallocate staff resources, if necessary and correct deficiencies in a timely manner.
- Determine staff training needs.

- Ensure migrant student information is being handled in an appropriate and beneficial manner.

Reports available from NGS should be used on an on-going basis to ensure that accurate information is on the system. The following are reports that may be used:

- Campus Report
- District Report
- Gender/Race Report
- Supplemental Programs Report
- Unique Student Count Report for District

These reports should be kept on file for random student sampling.

LEA/SEA TERMINAL SITE

The LEA shall:

Follow all NGS required guidelines (data input) in a timely and accurate manner.

The SEA shall:

- Provide NGS training and on-going technical assistance at the request of the LEA.
- Enter all COEs into NGS in a timely manner in order to generate a student record to send back to the LEA.
- Monitor, on a random basis, the input of the LEAs into NGS.

Ultimate Responsibility

The final responsibility for data entry lies with the LEA. In specific instances where the LEAs are not capable of entering their own migrant student data into the NGS database (due to lack of personnel, equipment, Internet service, etc.), the SEA may provide these services on an interim basis.

RESOURCES

This list includes state and county agencies and organizations that will be helpful to you as an educational recruiter. Use, annotate and add to this section as much as possible. It will be your main resource in making referrals.

COLORADO RESOURCES	
COLORADO DEPARTMENT OF EDUCATION – Migrant Education Office	
Migrant Education Program	Phone: (303) 866-6752
201 East Colfax Avenue	Contact: Bernie Martinez, Director
Denver, CO 80203	Forms and Records: Bea Torres and Valencia D. Lopez

DAY CARE/CHILD DEVELOPMENT – Migrant Head Start	
Family Education Network	Phone: (970) 353-3800 x3342
1551 N. 17th Ave.	Contact: Teri Keller Amaya
Greeley, CO 80631	Child Records: Dixie Hansen
HANDICAPPED CHILDREN'S PROJECT	
CO Dept. of Public Health & Environment	Phone: (303) 692-2435
4210 E. 11th Ave.	Contact: Edna Cady
Denver, CO 80220	
HEP & CAMP	
BUENO Multicultural Center	Phone: (303) 492-5416
University 0f Colorado	Contact: Lorenzo Aragon
Campus Box 249	
Boulder, Co 80309	
HOUSING	
Colorado Rural Housing Development	Phone: (303) 428-1448
3621 W. 73rd Ave., Suite C	Contact: Al Gold
Westminster, CO 80030	
JOB TRAINING	
Rocky Mountain SER	Phone: (303) 480-9394
4100 W. 38th Ave.	Contact: Bert Gallegos
Denver, CO 80212	
MIGRANT HEALTH CARE	
Migrant Health Program	Phone: (303) 286-8900
Salud Family Health Center	Contact: Andre May
6075 E. Parkway Dr. #160	
Commerce City, CO	
STATEWIDE INFORMATION ON LOCAL AFFAIRS	
Community Service Block Grant	Phone: (970) 866-2771
1313 Sherman	Contact: Dill Verbeten or Terri Davis
Denver, CO 80203	
OTHER RESOURCES	
ESCORT	Phone: 1-800-451-8058
304 Bugbee Hall	Contact: Alma Hinojosa
SUNY Oneonta, NY 13820	
Texas Migrant Interstate Program	Phone: 1-800-292-7006
Drawer Y	Contact: Victor Benavidez
Pharr, TX 75577	

CROPS IN COLORADO					
Alfalfa	Apples	Asparagus	Barley	Beans	Beets

Broccoli	Cabbage	Cantaloupe	Cauliflower	Carrots	Celery
Cherries	Chili	Corn	Cucumbers	Eggplant	Grains
Hay	Kohl	Lettuce	Melons	Milo	Mushrooms
Mustard	Nectarines	Onions	Peaches	Peas	Pears
Peppers	Pickles	Plums	Potatoes	Pumpkins	Radishes
Raspberries	Seeds	Sorghum	Spinach	Squash	Sunflowers
Strawberries	Tomatoes	Trees	Turnips	Watermelon	Wheat
Zucchini					

AGRICULTURAL ACTIVITIES IN COLORADO

- Chicken farm (feed, gather eggs, slaughter)
- Cleaning livestock stalls
- Cutting sod
- Dock work (loading, washing, hauling
- Feeding livestock and poultry
- Irrigating
- Maintenance of farm equipment
- Nurseries/green house (transplant, prune)
- Poultry farm turkey/chicken
- Pruning
- Sorting
- Warehouse work (crate, wash, sort)
- Cleaning ditches
- Cultivating
- Dairy farm (feed, milk)
- Driving feed trucks
- Forestry
- Loading trucks
- Meat pack plants
- Planting/plowing
- Preparing soil
- Sheep shearing
- Sugar factory (sort process)
- Western food plant (processing)

Crops and Agricultural Activities by Migrant Program Area

West Central Region – Western Part of Colorado

Fruit: apples, apricots, cherries, grapes, melons, nectarines, peaches, pears, plums, and raspberries

Grains: alfalfa, barley, hay, wheat

Vegetables: beans, broccoli, chili, cabbage, Chile, corn, lettuce, onions, peppers, potatoes, tomatoes, zucchini

Other: cleaning stalls, cleaning ditches, preparing fields, pruning, picking fruit, weeding vegetables, harvesting fruits, vegetables, repairing farm equipment, milking and feeding cows, feeding poultry, irrigating, forestry, plowing, planting, trucking

North Central Region I – Northern Part of Colorado

Grains: alfalfa, hay, and wheat

Vegetables: asparagus, beans, beets, broccoli, cabbage, carrots, celery, chili, corn, cucumbers, lettuce, onions, peppers, pickles, potatoes, pumpkins, radishes, spinach squash, tomatoes

Fruits: melons, strawberries and watermelons

Other: cleaning ditches, cleaning stalls, cultivating, irrigating, maintaining farm equipment, nurseries/greenhouses, planting, preparing fields, plowing, planting, turkey farm, chicken farm, dairy farm, feed lots, sorting, pruning, feeding livestock, meat packing plants, milking, irrigating, dock work, sheep shearing

Region II – Colorado Metro Area

Grains: alfalfa, barley, hay, wheat

Vegetables: asparagus, beans, beets, broccoli, cabbage, carrots, cauliflower, chile, celery, corn, cucumbers, eggplant, keyhole, lettuce, mustard, onions, keyhole, peas, peppers, pumpkins, radishes, spinach, squash, tomatoes, trees, turnips

Other: cultivating, irrigating, dairy farms, nurseries/greenhouses, planting, repairing farm machinery, pruning, cleaning vegetables, loading, boxing, hauling, working on docks, packing, sorting, Turkey Processing Plant Longmont Foods

North East Region – Northeastern Part of Colorado

Grains: alfalfa, barley, hay, Milo, sorghum, wheat

Seeds: sunflowers, bird seed

Vegetables: asparagus, beans, beets, cabbage, carrots, Chili, corn, cucumbers, onions, lettuce, onions, peppers pickles, potatoes, pumpkins, radishes, spinach, squash, tomatoes, turnips, trees

Other: Cultivating, cutting sod, irrigating, maintaining farm equipment, mending fences, preparing fields, sugar factory, planting, plowing, loading, hauling, Excel Meat Packing Plant

Southwest Region – Southwestern Part of Colorado

Grains: alfalfa, barley, hay

Vegetables: cabbage, carrots, lettuce, mushrooms, onions, peas, potatoes, spinach turnips

RECRUITING TIPS

Reference Materials

Maintain a packet of information about your district. Keep these materials handy so you can share them with your families. Include the following items in your reference kit:

- Alternative Education
- Bus Schedules
- District Graduation Requirements
- Handbooks from the schools in your district
- Holiday Schedules
- New Program Information (locations and phone number for utility services, phone company, social service agencies, fire department, etc.)
- Parent Conference Days
- School Board Policy

Home Visits

If you are a beginner, accompany an experienced educational recruiter on home visits. Even if you are an "old pro" yourself, you may pick up some tips from another educational recruiter.

Whenever possible, take school officials on home visits. The project director, superintendent, principals and others may be interested in accompanying you. Many barriers can be broken down by such visits.

Take along something useful to give to parents or children. One state distributes a calendar with information in two languages on immunizations, nutrition, the MEP, school schedules and etc. Another state gives out free books for children. You can request free copies of brochures from the state health department, county social service agencies and etc. Be creative!

Take your own children along on home visits. They can really help break the ice.

Recruiting at School Registration

Once pre-registration begins, set up a table at each school and have all parents pass by to be screened for eligibility. Those who qualify should be signed up on the spot. Enlist other migrant staff to assist at the tables at the different schools in your district. Follow-up with a home visit for difficult or questionable cases.

COE

Take the old COE when you visit a migrant family. Compare the last LQM/QAD with what they are saying now. Sometimes they will give different dates for the same move and you may be able to clear up any confusion.

Confirm the genders of all children listed on the COE. Some names, such as Guadeloupe or Matilde, can be either boys' or girls' names. Do not assume anything.

General Hints

Print calling cards that include your name, title, and address and phone number. Give out the cards wherever you go and encourage people to call you. Attach them to brochures and posters advertising the program.

Keep a card file of all the families you have interviewed, including those who have been declared ineligible. When approached by a new family, consult the file to be sure you have not already interviewed them.

PROGRAM ASSISTANTS' SECTION

Program assistants have a major part in the MEP. In order to be an effective program assistant, he/she must be as knowledgeable as the educational recruiter.

Responsibilities

It is the program assistants' responsibility to assure that all forms submitted to NGS for processing have been screened for errors, are legible and that copies have been made for the districts' files. All originals go to the state MEP.

Since the program assistant relies on school personnel (secretaries, teachers, etc.) for much of his/her information regarding the migrant forms, it is the program assistants' responsibility to assure that all school personnel be in-serviced and informed about the MEP.

Deadlines

A program assistant has many deadlines to meet. Most of these deadlines are associated with the funding portion of the MEP. Therefore, it is highly important that a program assistant be properly trained.

Accuracy

It is important for a program assistant to assure that all information, which is sent in for processing, is accurate and complete. If these steps are not executed the district and the state of Colorado will lose funds. Following are two examples:

Mass re-enrollments: A re-enrollment must include all attending and non-attending children in the family. For example pre-schoolers, working teens, etc. Failure to do this annually will cause loss of funds.

New Enrollments: All new enrollments must be submitted promptly, in order for NGS to assign a new student number, generate a record and send it back to the district in time for the school to update information; e.g., assessment, secondary credit, etc.

Tips for the Program Assistant

A program assistant can benefit from establishing lines of communication and cooperation from the following resource people:

- School Principals can gain the full cooperation of the entire school staff.
- School secretaries can enable a program assistant to receive pertinent dates; e.g., attendance information, withdrawal dates and enrollment information, in a timely manner.

- MEP staff can answer questions that arise on a daily basis, regarding eligibility, information on the many forms that are used in gathering data for updating migrant students records, etc.
- Classroom teachers can provide the program assistant with test scores, secondary credit and any supplemental programs that the migrant student benefited from.
- School nurses can provide the program assistant with immunization information and any urgent health problems.

Managing your time

Because of the demands of the MEP, a program assistant's job can be very stressful. Regular school year withdrawals and summer school enrollments/re-enrollments run close together. This creates quite a bit of paper work.

In order to stay on top of the paper work and eliminate a backlog, a program assistant must be organized. The Colorado SEA office recommends the following:

- Make a list for every school that has migrant students enrolled. This will help you and the school personnel at the time of withdrawals. It is important that the school list be kept current at all times. The school list can also be a good source of information when a quick head count is needed.

- Keep re-enrollment procedures where they can easily be accessed.

Send a memo to the schools in your area at the beginning of the regular school year term. The following is an example of a memo you can send to the district personnel once they have been in-serviced on the MEP. This will help prepare them for the regular school year.

Example Memo

To: Building Secretaries, Nurses and Migrant Staff
From: John Doe, Migrant Director and Mary Smith, Record Clerk
Re: Migrant Student Records, Migrant Student School List and Withdrawal Information
Date: August 25, 2000

The following paperwork needs to be completed immediately and submitted to the MEP office whenever migrant students withdraw from your building.

1. **Migrant Program Assistant – to be completed by the teacher/aide and/or school secretary.**
2. **Test data (pre/post results - be sure test scores are recorded) – to be completed by the teacher/aid and/or school secretary.**
3. **Supplemental Programs (if any) – to be completed by the teacher/aid and/or school secretary.**

* **It is the responsibility of the LEA to keep a list of services provided for non-attending students.**

4. **Secondary credit (if applicable) – to be completed by the teacher/aid and/or school secretary.**
5. **Student Health Record (HDE form part II) – to be completed by the nurse/health aides.**

Enclosed you will find a list of the migrant students in your particular building. Building secretaries, please refer to this list and inform the student(s) teacher/aide, nurse/health aide assigned to the student as soon as one of these students checks out of school. Also please provide the staff with the attendance record and free lunch qualifying date (if any) of the departing student(s).

Please complete the above paper work on departing student(s) quickly. We must have paper work on departing student(s) in our office within three days of their departure.

Thank you for your cooperation. Please feel free to call if I can assist you.

BEST COPY AVAILABLE

Send a memo to the schools in your area as early as April, reminding them that someone from your office will be out to their school sometime the first week of May to gather the needed information for regular year withdrawals and updates. The following is an example of a memo, which may help you in gathering all the information needed for regular year withdrawals. This will also help you in case of any of the regular year students enroll in the summer school program.

Example Memo

To: **Migrant Staff**
From: **John Doe, Migrant Director and Mary Smith, Records Clerk**
Re: **End of Year Checklist**
Date: **April 14, 2000**

Attached you will find a checklist to help you complete the end of the year record keeping tasks for your individual schools. Please note the date in which items are due in our office.

If you have any questions, please call Mary Smith at (XXX) 555-1212.

ATTACHMENT – END OF YEAR CHECKLIST

- **Please send attendance information by May 5th of each year. All students are counted present and given credit for the remainder of the year.**
- **Test data (please remember to record scores and dates).**
- **Secondary credit forms (all secondary students in grades 9-12 must have this form completed.)**
- **Supplemental program forms**
- **Double-check all forms to determine that all necessary data is included.**
- **Return all migrant student(s) information to Mary Smith**

Thank you for your hard work this year!

- Start withdrawals two weeks before the regular school year is over. If a student is still in school at this time, give him/her credit through the last day of school.
- If a student withdraws during the school year, send the withdrawals to the SEA office immediately. Do not batch! This procedure will eliminate some of the paper work at the end of the regular school year.
- Be accurate since this will eliminate "extra" paperwork. If done correctly the first time you will not have to handle the same forms again. This will also save time at the state and district level.

Most Frequent Errors

With so much paperwork that is required in the Migrant Education Program, it is no wonder that we all make errors. We hope to eliminate some of these errors by pointing out the most common ones that are frequently overlooked by program assistant.

- Signature Dates on COEs – the date of the educational recruiter's signature should always be the same as the date on the parent signature. If for some reason this is not so, you must note the specific reason. A specific example would be: "Interview took place over the phone, and I went out the following day to obtain the parent signature." The director's signature may be the same as the educational recruiter's, or after the educational recruiter's, but it should never be before the educational recruiter's.

- LQM/QAD Dates – you should always check that the educational recruiter did not enroll the student in a school before the family was even in the district, for example: LQM/QAD date=092402, school enrollment date=082401. One other thing to check is the LQM/QAD date against the educational recruiter, parent and migrant director signature dates. We receive many forms where the director signed a day, month or even a year before the family was even in the district.

- Parent Signature – the parent or guardian who signs the COE form must be indicated on the parent or guardian section of the COE form.
- Qualifying Activity – the activity on the COE form must be specific, if the family is working in the carrots; you must state exactly what he/she is doing with the carrots (e.g., cleaning carrots, irrigating carrots NOT JUST CARROTS).
- Temporary Work – if a family is working in a dairy, greenhouse, meatpacking plant or any other job that is considered temporary employment, the recruiter must state in the comment section of the COE form that the parent is working on a temporary basis only. Example: "Interviewee stated that this position is only temporary."
- Intent – a family may have come in to work in the beet fields, but was unable to secure a job because of unavailability, which could include bad weather conditions. This also requires some explanation.
- Correct way to note this is Qualifying Activity Section= came with the intent to thin beets, Comment Section= no jobs available.
- Incorrect way: Qualifying Activity Section = thinning beets, Comment Section = came with the intent to work in the beets. This statement would confuse an auditor. He would think that the family was working in the beets, until he reads the comment section of the COE. This would cause him to question the form.
- LQM/QAD Date vs. Qualifying – an educational recruiter sometimes does not find a family until several months after the family has arrived in the district. If the educational recruiter is not careful he/she may unintentionally receive the wrong information. For instance he/she is interviewing the family in June, and the family indicates to the educational recruiter that they are currently thinning beets. Then the educational recruiter asks the family when they came into the district, the family states that they arrived in February of 1995, approximately around the 13th of the month. The educational recruiter writes 021303 but beets are not thinned in February. As you can see this is an honest mistake, but one that an auditor could easily question.
- Immunization Dates – a very common mistake is immunization dates vs. birth dates. We receive many forms every year with the date on an immunization give, before the child was even born; e.g., immunization = 080890, date of birth = 090990.

Important Contact

The program assistant is the person who is most frequently contacted by the MEP data entry staff. Because the educational recruiter spends most of his/her time out of the office and the program assistant is as knowledgeable as the educational recruiter, the data entry staff has come to rely heavily on the program assistant for information on questions that arise on a daily basis.

Questions and Answers

Q1. Why would an SEA want to conduct an industrial survey?

A. An SEA may want to conduct an industrial survey for three reasons: 1) An industrial survey is a method of qualifying, as temporary work, an occupation that may appear to an independent outside reviewer to be year-round permanent work. 2) It may also distinguish between

permanent and temporary employment within a specific job category such as year-round dairy workers vs. seasonal dairy workers. 3) After conducting the survey, any farm worker employed at a comparable workplace in a job classified by the industrial survey, any farm worker employed at a comparable workplace in a job classified by the industrial survey as temporary will automatically be considered engaged in qualifying work.

Q2. If a worker claims to have moved across school district lines to seek permanent employment, but the worker is employed in a job category with an annual turnover rate which exceed 50% (based on the results of an industrial survey), can the worker be considered "*temporary*?"

A. Yes. ED has permitted the alternative use of an industrial survey to qualify, as temporary employment. Occupations known to have frequent turnover that might be considered permanent – even by the employee – in a personal interview. Depending on the survey results, it permits anyone who works in a surveyed occupation determined to have frequent turnover, to be viewed as a temporary worker. Children of these workers must still, however, meet other eligibility tests, including have made a qualifying move, to be considered eligible for program services.

Q3. What are "*comparable workplaces*?"

A. "Comparable workplaces" are places that exhibit common characteristics such as size, location, type of management, unionization, history of employment or type of assignments carried out. These similarities might result in comparable turnover rates among workers employed by those workplaces.

Q4. What is "*substantially differing employment practice*?"

A. For the purpose of the industrial survey, it is a distinguishable practice that affects the turnover rate at a particular work site. Examples of *substantially differing employment practices* might include the availability, at some sites but not at others, of significantly better working conditions, preferable hours, agreeable management, or the availability of steady work year-round.

Q5. What are the preliminary steps a state should follow in conducting an industrial survey?

A. Determine "*industry norms*" by defining common workplace characteristics exhibited by most members of the industry. Preliminary information on norms might be obtained by soliciting data from agencies or bureaus that collect statistical information about farm workers such as State or Federal Department of Agricultural (DOA) or Departments of Labor (DOL).

Take a formal survey of all and/or a sample of employees in a particular industry being examined to determine whether some individual workplaces differ substantially from the industry norm;

OR

1) Use reasonable information obtained from other agencies or bureaus such as statistics from State or Federal DOA or the DOL either to confirm that all sites included in the survey group are comparable, or to determine whether the individual workplaces differ substantially from the industry norm;

2) If some workplaces do not conform to industry norms, look for patterns that account for differences. These differences could include processing plants in one part of the state have historically attracted local labor. As a result, they have a low annual turnover rate, while processing plans in another part of the state have always employed migrant workers from large sending states and have a very high annual turnover rate. Examine turnover rates based on these patterns. If patterns can be isolated, the SEA should independently survey each differently patterned group.

3) If "exceptions" still exist (workplaces that differ substantially from industry norms and cannot be grouped according to different patterns), these individual workplaces should be omitted from the overall survey. The SEA can survey those employers separately. They can calculate independent turnover rates to decide whether the turnover is sufficient to classify an individual job category as temporary in the workplace. In any case, the SEA must document why the employer was omitted from the overall survey.
Example: A new beef packing plant opened. Workers relocated from other plants across the country to secure permanent employment at the new plant. (This plant can be dealt with separately.)

4) If a farm worker works for an employer who is an "*exception*," (one who is omitted from the overall survey and not surveyed separately), that worker would not qualify as a temporary or seasonal farm worker based on the results of the overall industrial survey. However, the worker's child may still be eligible for MEP services based on either 1) the results of a separate survey of the individual site (discussed above), or 2) the other tests discussed on pages 55 and 56 of the MEP manual.

Sampling

Q6. Do many SEA's survey a random of comparable workplaces instead of looking at all workplaces?

A. Yes. In many cases, it is the SEA's responsibility to ensure that the sample examines comparable work places and is both representative and efficient. The SEA should consult available experts in evaluation and/or survey methodology, TAC and RTAC staff, or other technical resources. They can develop an acceptable sampling design and procedures that ensure that sufficient work sites and particular categories within individual work sites are examined in adequate number.

Q7. May the SEA randomly sample workers in a workplace that is the subject of a survey?

A. Yes. If the number of workers in that particular workplace were not so small that it would be as efficient to include all the workers. Even if the number of workers is small in a given workplace, if the SEA could still sample within that workplace if the aggregate number of employees in the overall cross-site sample is sufficient. Keep in mind that all workplaces included in the sample must be comparable.

Q8. How can the SEA maintain the integrity of the sample if employers who are selected as part of the sample refuse to participate in the survey?

A. The sampling design should include procedures for sampling with replacement and substituting survey respondents when necessary.

Q9. If an employer refuses to participate in an industrial survey, can the children of workers at that site be considered eligible for program services based on the results of surveys performed at other comparable work sites?

A. Yes, the children of workers at that site can be considered eligible if: (1) the employer's work site is determined to be comparable to those included in the industrial survey, and (2) adequate sampling replacement procedures are followed. If the SEA does not have enough information about the site to determine its comparability to other sites included in the survey, the SEA must consider it as an "exception" and can qualify the worker's child for MEP services based either on the procedures outlined in section 4 of Q5 above, the SEA could conduct a separate survey, or qualify individual children based on one of the other eligibility tests provided on page 55 of the MEP Policy Manual.

Job Categories

Q1. Should an SEA collect separate employment information within an industry for each different category? Example: pluckers vs. packers at a chicken processing plant?

A Yes, in industries where workers perform specialized jobs the survey must be stratified to look at the turnover rate for specific job categories.

Q2. If there are differences in turnover rates among job categories (e.g., pluckers have an 85 percent annual turnover rate and packers have a 45 percent annual turnover rate) can the SEA collapse job categories into a general category (e.g., chicken processing) if the overall annual turnover rate remains above 50 percent?

A. No. If differences such as these exist, the SEA must stratify the sample to differentiate between turnover rates among various job categories. The purpose of the industrial survey is to identify, by turnover rates, specific kinds of jobs that can be considered to be temporary.

Reviewing Employee Records

Q1. Should the SEA maintain copies of individual employee records, or is it sufficient for the SEA to retain survey forms that contain the original data and other records of survey analysis?

A. No. Retaining the survey forms and a record of survey results is sufficient. The department does not expect SEAs to obtain or to retain copies of individual employment records. Instead, SEAs should document the use of a systematic method of obtaining the most precise information possible from employers and of recording it on an official record. This would include maintaining records of the raw data collected and records that demonstrate the process of analysis. The SEA is also responsible for establishing a quality control system to ensure the accuracy and completeness of data contained on the survey forms.

Q2. Should the SEA do a physical review of employment records if the records are available for review?

A. Yes. A physical review of employment records should be conducted for those employees included in the survey sample, if the records are available for review. A physical review is not required if the employer will not allow examination of individual employment records.

Q3. For purposes of quality control, must the SEA record names of individual employees on its survey forms?

A. No. While the SEA should encourage employers to let interviewer of record, or at least review the name and length of employment of individual employees, the SEA cannot compel that this information to be provided. If the SEA reviews individual employment records, the employer should be assured that measures would be taken to ensure that the information remains confidential. In any case, the SEA should record how information for the survey was obtained.

(1) The interviewer examined individual employment records.
(2) The employer summarized information from the employment records either verbally or through a computerized database.
(3) The employer supplied verbal information based on his/her memory of who was employed. If employment records are unavailable for review by the interviewer, the interviewer should comment on whether he/she has any reason to believe that the information provided is not reliable. As with the COE, the interviewer should also certify that the information contained in the survey form was obtained from the employer named and is accurate to the best of the interviewer's knowledge and belief.

Survey Process

Q1. What information should be recorded on the survey form?

A. The form should contain the following general employer information:

- The name of the industry being surveyed.
- The name of the individual employer.
- The location of the workplace.
- Descriptive information on characteristics unique to the workplace, which might affect the turnover rate. These should include size, significantly better working conditions, preferable hours, agreeable management.

The form should also record the following information on each individual employee who was employed during the survey period or each employee in the sample that is used:

- The name of the employee (if available), or a code used to identify the employee;
- A description of the employee's particular job category. This may be added as part of the general identifying information if all employees in the survey do the same type of work.
- The employee's start date with the most precise date available provided.
- The employee's end date, if he or she is no longer employed. Otherwise, indicate that the worker is still employed.
- A statement signed by the interviewer that; (a) indicates from whom the information was obtained, and (b) certifies that the information is correct to the best of the interviewer's knowledge and belief.
- The date the survey was conducted.
- The time period it covers.
- Pertinent explanatory comments such as how the information was obtained, how precise and credible it is believed to be, and space for the reviewer to initial date.

Q2. Must the SEA provide all of the above survey information for each individual employee in all cases?

A. No. In cases where employers maintain extensive computerized files and are capable of producing aggregate turnover rates for employees in particular job categories, the information from items 5, 7 and 8 in Q1 above can be collected as an aggregate, rather than an individual statistic. The SEA should still describe, however;
(1) What source data the turnover rate was based on.
(2) How the data was compiled, and (3) how the turnover rate was calculated. In this case, that the information is correct to the best of the employer's knowledge and belief.

Q3. How many times should the SEA count an employee who is hired by a company, leaves the company, and is then rehired by the same company during period covered by the industrial survey?

A. The employee should be counted each time he or she is hired by the company.

Q4. What other information related to the industrial survey should the SEA maintain?

A. In addition to the survey form or employer certification form, the SEA should provide information on the procedures used to:

1. Gather survey data, including both (a) sampling procedures, and (b) instructions provided to interviewer,
2. Compile and analyze the raw survey data,
3. Evaluate and control the quality of the data; and
4. Determine the rate of turnover among various job categories.

Q5. Can an SEA do a mail survey of employers?

A. Yes. Although a personal survey is more highly recommended. If the SEA chooses to survey employers through a mail survey, the SEA should work with survey/evaluation experts. They should also consult with TAC and RTAC staff and other available resources to develop an appropriate survey design. Mail surveys can be conducted in conjunction with personal interviews to ensure an adequate response rate. If an insufficient number of responses are received by mail, the SEA may supplement those surveys with surveys obtained through conducting personal interviews.

As a second step, the SEA should conduct personal interviews with a random sample of respondents to the mail survey. This would verify the quality of the data being obtained. The department recommends that the interviewer assess the reliability of data obtained from the employer and record appropriate comments supporting this conclusion on the survey form.

Calculating Turnover Rates

Q1. How should the SEA calculate the turnover rate for a specific job category?

A. Turnover rates should be calculated, for a given period, by dividing the average number of days employed per employee by the total number of days in the survey period, and subtracting that amount from one. Please review the following:

Turnover Rates = 1 minus total number of days employed across workers in a specific job divided by the total number of workers employed in a specific job divided by the total # days in a period.
For example, assuming the period under consideration is one year and the date on individual workers is as follows:

WORKER	DAYS EMPLOYED (OUT OF 365)
Worker #1	95
Worker #2	180
Worker #3	160
Worker #4	20
Worker #5	365

Total Workers = 5 Total days employed = 820

The turnover rate should be calculated as:

Turnover rate = 1 minus total days employed in a specific job divided by total workers employed in a specific job divided by 365

Turnover rate = 1 – (820 divided by 5) divided by 365.
Turnover rate = 1 -. 45

Turnover rate = .55

Turnover rate = 55%

Invalid Method of Calculating Turnover Rates

It should be noted that there are several other potential ways of calculating turnover rates that appear reasonable initially. However, the methodology used is flawed which will distort the true rate of employee turnover.

For example, one might try to calculate employee turnover on the basis of the number of workers currently employed divided by the total number of workers employed during the survey period.

Turnover rate = 1 minus number of workers currently employed in a specific job divided by total number of workers employed in a specific job.

However, this ratio will vary a great deal depending on when the survey is conducted. For example: a farmer employed ten dairy workers during the past calendar year. During the peak period for milk production and the planting and harvesting of crops (generally May through September), he employed seven workers. In the winter months (generally October through April), when milk production is lower, the crop season is over and fewer cows are calving, he employed three workers. Therefore, if the industrial survey was conducted in July, the turnover rate for the dairy operation would be as follows:

Turnover Rate = Number currently employed in a specific job divided by total number employed in a specific job.
Turnover rate = 1 – (7 divided by 10)

Turnover rate = 1 - .7

Turnover rate = .3

Turnover rate = 30%

By comparison, if the industrial survey was conducted in February, the turnover rate would be as follows:

Turnover rate = 1 – (3 divided by 10)

Turnover rate = 1 -.3

Turnover rate = .7

Turnover rate = 70%

Thus, this method for calculating the rate of employee turnover is invalid since the turnover rate can vary dramatically depending on when the survey is conducted.

Similarly, one might also try to calculate employee turnover on the basis of the number of employees who worked during the entire survey period vs. the total number of employees who left during that same period. Please review the following:

Turnover rate = 1 minus number of workers in specific jobs who stayed throughout the survey period divided by total number of workers in a specific job.

While this method also appears reasonable initially, it fails to account for the actual periods of time that individual employees worked. For example, assuming each employee works for the following time period:

WORKER	MONTHS EMPLOYED
Worker #1	12 months
Worker #2	12 months
Worker #3	11 months
Worker #4	11 months
Worker #5	11 months
Worker #6	11 months
Worker #7	11 months

A turnover rate, based only on the number of workers who stayed a full year, would be calculated as follows:

Turnover rate = 1 minus number who stayed in a specific job all year divided by total number of workers in a specific job.
Turnover rate = 1 – (2 divided by 7)

Turnover rate = 1 - .29

Turnover rate = .71

Turnover rate = 71%

This method of calculating the rate of employee turnover is invalid because the formula used does not provide enough information regarding the workers. Because the formula does not take into account whether the part year (11 months) employees are still employed when the survey is conducted, the formula may overestimate the turnover rate. If those employees were still on staff at the time the survey is conducted, the turnover rate actually would be 0%, not 71%, since no employees had left.

In addition, the use of months rather than days in this calculation will introduce additional imprecision due to rounding errors for those employees who are employed for something less than full months.

Q2. How should the SEA maintain documentation to demonstrate the rate of worker turnover?

A. The SEA should be able to document the use of a systematic method of obtaining the most precise employment data possible and of recording it on an official record. This would include maintaining records of the raw data collected (e.g., sampling procedures, instructions provided to interviewers, survey forms) and records that show the process of analysis used to determine the turnover rate. The SEA is also responsible for establishing a quality control system to ensure the accuracy and completeness of data contained on the survey forms and the reliability and validity of the process of analysis.

Q3. How should the interviewer record qualifying employment that is documented by an industrial survey on the Certificate of Eligibility (COE)?

A. The employee should be counted each time he or she is hired by the company. The interviewer should record the following items:
   (1) the type of employment,
   (2) the name (or code) used to identify the particular industrial survey and
   (3) the date the survey was conducted, in the "qualifying activity" section of the COE (e.g., general dairy work, dairy survey #1, June 5, 200_.)

Quality Control

Q1. What does the department consider to be the components of an acceptable SEA system of quality control for Industrial Survey forms?

A A quality control system should contain at least the following elements:

1. A solid training program for interviewers on various aspects of the job including:
   a. Accurately filling out all sections of the Industrial Survey form.
   b. Conducting informational interviews with employers.
   c. Determining turnover rates.
   d. Learning about agricultural and fishing production and processing, local growers, processors and fishing companies and the MEP offered by the local operating agency or others.
   e. Learning how to follow up on mail surveys to verify the credibility of information obtained from respondents. Supervisors or interviewers should

re-interview a random sample of survey respondents to verify the accuracy and credibility of information provided on the survey form.

f. Recognizing situations that require additional narrative or documentation beyond what is normally recorded on the survey form.
g. Recognizing substantially differing employment practices.

2. A designated MEP employee reviews survey forms to certify that the information contained on the form appear accurate, complete and consistent;

3. A process for documenting the technical adequacy of the sampling procedures should be in place.

4. A process for reviewing the reliability and validity of the methods of synthesis and analysis is necessary. This could include verifying data credibility, eliminating non-credible data, cross-checking math/calculations and evaluating formula and procedures,

5. A formal process for resolving questions raised by interviewers and their supervisors, and for transmitting responses to all local operating agencies in written form; and

6. A plan for qualified SEA staff (or staff responsible to the SEA) to monitor the practices and procedures used by the interviewers.

Q2. Does the Department consider re-interviewing employers who provided information to the interviewer originally a necessary part of an acceptable system of quality control for the industrial survey?

A. No.

Q3. Is determining the rate of turnover using an industrial survey the only acceptable way of documenting that a job in a surveyed industry is temporary or seasonal?

A. No. The SEA may use any of the tests provided in the MEP Policy Manual.

FORMS

The following forms are included at the end of this manual. These are all the forms and instructions on completing them that you will need in your role as a migrant recruiter. Make sure you have adequate supplies of these forms at all times. Be thoroughly familiar with each form before attempting to complete it. If you have any questions about any of the forms, contact your supervisor of the state MEP Office. You will find a PDF copy of each form at the end of this manual.

- COE 145 – Certificate of Eligibility **Attachment A**
- COE 484 – Re-Enrollment Form **Attachment B**
- Health Data Entry Form **Attachment C**
- Home Visits and Enrollment Report (EXAMPLE) **Attachment D**
- Supplemental Program Form **Attachment E**

- Secondary Credit Accrual Form **Attachment F**

INSTRUCTIONS FOR COMPLETING FORMS

CERTIFICATE OF ELIGIBILITY FORM

All information must be entered using a ballpoint pen. No felt pens or pencils, please.

Program Term:
Enter a check mark or "X" on either regular year or summer school term which ever is appropriate at the time of enrollment. Regular Year is usually when school starts, late August or early September, through the end of the school year, generally last of May or early June. Summer Term usually starts with the opening of summer migrant school in June and ends when summer school is over in late July or early August.

Fiscal Year (FY):
This section must have a year on it, not the month and day, just the year. For regular year you will show the year overlapping into the next year (2000-01), for summer you will show just the year (2001).

School District, Region or BOCES:
Enter the school district, region or BOCES name and address. This section is NOT for the name of the school the student is enrolled in.

I. Parent Data:

Parent Information
Enter the current male or female names in sections A and B of the COE. If the middle name is given, write out the whole name and not just the initial. Sometimes the parents/guardians will come in the following year using their middle name instead of their first names. Once you have entered the names in the sections A and B, please be sure and place a check mark in one of the following boxes: father/mother, guardian, self and relationship.

Home Base Address:
Enter the Home Base Address. The Home Base is not the last state the family came from, but where they will go to reside after the harvest. If the parent does not know the exact address then obtain a city and state. Do not enter a city without a state and a state without a city.

Current Address:
The complete address is needed in this section, not just the city and state. The zip code must also be included in this section.

II. Child Data (list all children in the family):
We do not serve children over 21 years of age, so if you enrolled a family with six children in 2000 and one child is in elementary school, two children in middle school, and three in senior high school and one of the senior high students is a 20 year old in the 10th grade, the family's E.O.E. would be up in 2003, but the 20 year olds E.O.E. would end on the month and day of birth in 2002.
Gender:

Enter "M" for male and "F" for female in this section. This is important because many names (such as Guadeloupe) are used for both male and female.

Birthday (DOB):

You must report the month, day and year in the DOB section. We need all three items in order to process the child's data accurately.

Age:

The age the child is at the time of enrollment.

Race:

The codes in the Race Section are as follows:

1. American Indian or Alaskan Native
2. Asian or Pacific Islander
3. Black, not Hispanic
4. Hispanic
5. White, not Hispanic

If a child has a parent that is White and the other is Hispanic, the recruiter should ask the parents their preference.

Birth Verification (V):

The verification section must contain one of the following characters:

N = no birth verification
D = document (baptismal certificate, etc.)
O = other (school records)
P = parent(s) verbal information
B = birth certificate (**only if you actually see one**)

Birthplace:

The Birthplace Section needs a city and state. If the child was born in El Paso, Texas, then include Texas on the form. We may all know that El Paso is in Texas. However, for audit purposes, the COE form must be complete. If a child was born in another country enter the city, state and country.

Grade Level (GR):

The grade the child is in at the time of enrollment (K through 12). If the child is not attending school you may write in UG for ungraded, P1-P5 for one-year-old to five years of age, or PO for not yet a year old.

Date Enrolled in School:

The actual month, day and year the child started school. If some of the children were not attending school you would write, "not attending" in this section.

School and City:

The name of school(s) in which the students are enrolled. If some of the children were not attending school, you would write "not attending" in this section.

Eligibility Data (the children listed moved...):

From: (city, state, country) – enter the city and state from which the family traveled. If the family came from another country, also list the country. Be sure to fill in both city and state, even if the city is in Colorado. For audit purposes, both city and state are required.

To: (city, state) – enter the city and state to which the family traveled. Once again, both the city and state are needed in this section.

Arriving on (QAD or LQM/QAD), Arrival Date – enter the month, day and year when the family came into your district.

Qualifying Activity – when you are listing the activity that qualifies the family, it is important that you be very specific. State exactly the family is doing in agriculture. If they are working in the beets, explain exactly what they are doing with the beets (such as thinning/weeding beets.

Temporary or Seasonal – you must indicate one or the other in this section. You must NOT mark both seasonal and temporary. Agricultural-related must always be indicated.

Residency Date and Comment Sections – enter the month, day and year in the Residency Data section. The Comment section should be used to give any explanation that may be needed on the family or their qualifying activity. Do not hesitate to use this section.
Interviewer's Statement – the recruiter's signature and the date the recruiter interviewed the family is entered in this section of the COE. Please note that the date the recruiter signs the form must be identical to the date the parent signs.

V. Certification:
The migrant director's signature and the day he/she signed are entered on this section. Parent signature and date are required and appear on the back of the COE form.

RE-ENROLLMENT FORM (COE)

*Educational recruiters that are located in the LEA are responsible for the COE.

- **Legal Parent(s):** enter the name of the legal father and mother, last and first names and middle name if any.
- **Current Parent(s):** same as above.
- **Program Term:** Place a check mark or "X" after the correct term during the time of re-enrollment. Regular Year is when school starts, usually late August or early September, through the end of the school year, generally the last of May or early June. Summer Term starts with the opening of summer migrant school in June and ends when summer school is over, late July, early August.

  Indicate the fiscal year (e.g., 2000-01 for regular year and 2001 for summer FY)

- **Child Data:** Name- list all children in the family from zero years of age to 21 (if 21 year old is still in school). Use the most current information that can be obtained to complete this form. Indicate the child's last name, first name and middle name.

  Gender – letter M for male and F for female.

  Birth Date (DOB) – this section must contain month, day and year.

  Grade Level – the grade level at the time of re-enrollment, if you are re-enrolling for the summer term the grade MUST be the same as it was during the regular school year term.

  Enrollment Date – this is the date (month, day and year) when the child started or will start school. This is NOT the date when the recruiter interviewed the family.

School and City – the name of the school the child is or will be attending. Indicate if this is an elementary school, middle or senior high school. Indicate the town or city in which the school is located.

Last Qualifying Date To and From – this is A MUST! It is difficult to re-enroll without this information and it is very time consuming if this needs to be researched. The month, day and year that the family came into your district, the city and state that they came from, and the city and state they went to.

Current Residence – We only need this information if there has been a change since the family's last enrollment.

HEALTH DATA ENTRY FORM (HDEF)

You are responsible for filling out Part I and II of the HDEF.

Line-by line instructions follow. Where applicable, the rationale for each question is explained. If you have any questions about the HDEF, talk to your local coordinator or call the Colorado MEP Office.

Fill out all lines. If any item is not applicable (e.g., the family has no telephone or the child has no nickname), write "none" or "NA".

Part I – HDEF:

- Year: The year in which the HDEF is completed and the child will attend the summer migrant education school (e.g., 2001)

- Child's Name: The child's full, legal name.

Rationale: Health records need to be accurate and complete. If nicknames or names other than the legal name are recorded, more than one health record might exist. Format: Last name, first name, middle or other name (e.g., Loma, Jose Luis.)Nickname: Other names the child goes by other than his/her legal name.

Rationale: A nickname will be indicated on the health chart. A child's health record can be easily located if his/her nickname is also recorded. Indicating a nickname will also avoid the risk of having duplicate charts for the same child.

- Date of Birth: Write out the month, day and year (e.g., May 14, 1996.)

- Sex: Circle M for male or F for female.

- Are Parents Spanish Speaking Only? Circle "yes" or "no".

Rationale: This item will be referred to when a health provider is planning a home visit. If "yes" is circled, a Spanish–speaking person needs to be present when the visit is made.

- Is Either Parent Usually Home During the Day? If so, indicate which parent. If one parent is usually home some days of the week, indicate this also.

Rationale: When a health provider needs to make a home visit, it helps to know when the parent might be available and when a visit might least likely inconvenience the family. Also, if there is an emergency (e.g., child has an accident on the playground or becomes ill), it helps to know if one of the parents might be home (e.g., mother home Tuesday and Thursday mornings.)

Current Address Directions: Rationale: This is important information in regard to making home visits or contacting the family. The current address should be a street address (if the family has one) or a P.O. Box number. Directions should include a brief description of where the family is located (e.g., P.O. Box 393, Granada, CO 81401 – County Road 93 and 49 – blue trailer).

- Telephone Number: If the family does not have a phone, write "none." If the family uses someone else's phone (and if it is all right for a health provider to contact them at this phone), write down the phone number. However, indicate that it is a neighbor's, relative's etc. Also indicate if this number is to be used only in case of an emergency.

- Home Base Address: The mailing address (or the city and state if that is all that is known) of the home base.

Rationale: This address can be used for follow-up. For example, if a child sees a physician and has certain lab tests done but the family returns to their home base before the lab results are complete, the nurse has means of contact the family (e.g., P.O. Box 211 – Brownsville, TX 77012.)

- Child's Regular Doctor/Dentist: If known, name, address and telephone number.

Rationale: If the child has a local doctor or dentist and needs services during the summer, the summer health team will try to refer the child to the provider that knows the child and has his/her health records. Also, if a child has a doctor/dentist somewhere else, this provider may be contacted if additional information is needed concerning the child's health (e.g., Doctor – Dr. Garcia, La Clinica, Brownsville, TX, 77012. Dentist – Dr. Lopez, La Clinica, Brownsville, TX 77012).

- Medicaid: Ask whether or not Medicaid covers the child in any state and circle "yes" or "no". Also, indicate the state where Medicaid covers the child.

Rationale: If the child is covered by Medicaid either in Colorado or another state), Medicaid will pay for many medical and dental services and migrant money can be used for those children who do not have access to Medicaid and related health service programs.

- Other Insurance: Ask whether the child is covered by any form of insurance such as Blue Cross/Blue Shield, Kaiser, insurance provided by father's employer, etc. Circle "yes" or "no". Write the name of the insurance company in the space provided. Also, indicate here if the child is receiving services from the Handicapped Children's Program.

Rationale: As with Medicaid, if a child is covered by insurance, the insurance company may be able to pay for medical and dental services and migrant money can be used for those children who do not have health insurance benefits.

- Health History: Accurate information is extremely important in this section. The questions need to be asked either in English or in Spanish, exactly as they are written on the form so that the parent understands the information that is being requested. Indicate a "yes" or a "no" answer on the line by that question. If a parent is unsure of the answer to a particular question, place a question mark on the line. If an item is answered "yes" or the parent does not know the answer, indicate that line number on the bottom of the page and provide an explanation for that item if more room is needed, use the back of the HDEF.

1. Has this child ever had tuberculosis, or ever had a positive reaction to a skin test for tuberculosis?

Rationale: Tuberculosis can be a very serious lung disease and is contagious. Therefore, if a child has had TB or has had a positive skin test, it is important to make sure that appropriate follow-up and necessary treatment was obtained. Also, once a child has had TB or a positive skin test, he/she will always react positively to the skin test. Therefore, a repeat skin test would not be warranted.

2. Has he/she ever had any problems with his/her vision or with his/her hearing?

Rationale: The health team can make sure vision and hearing problems are properly corrected. Has he/she ever had epilepsy or ever had a convulsion or seizure?

Rationale: Epilepsy and any history of convulsion/seizure activity require medical evaluation and appropriate treatment. Epilepsy can be controlled very well if the child is on the proper medication. Also, if the child has had a convulsion after an immunization, medical evaluation is necessary before another immunization is given.

3. & 5. Has he/she ever had any kind of heart problem? Has he/she ever had a heart murmur? Has he/she ever had rheumatic fever? (This must be a physician's diagnosis).

Rationale: In addition to wanting to be sure that all heart problems have received proper medical evaluation, some heart murmurs can be indicative of heart damage as a consequence of rheumatic fever of other diseases. If this is the case, antibiotics must be given to the child before he/she has dental work done. If medication is not given, very severe infections and complications, even death, could result.

4. Is this child allergic to any kind of medicine including over-the-counter medicine? Has he/she ever had a serious reaction, that is, worse than mild fever or achiness, after getting any immunizations?

Rationale: An allergy can appear clinically with signs and symptoms of hives, itching and/or vomiting. If a child has an allergy to a certain medication (including a dental anesthetic), it is crucial that this should be labeled in red on the front of the student's health record. During the summer program, children are often taken to a physician or dentist without the parent being present. If the child's summer school chart does not indicate allergies, a health provider may prescribe a medication to which the child has an allergy. If the medication is taken, a severe reaction could result. Mild fever or achiness is common after an immunization; however, if the child has had a reaction more sever than this, evaluation is needed before another immunization is given.

5. Does this child have allergies to food, plants or animals? Does he/she have hay fever or asthma?

Rationale: In addition to knowing what treatment the child may be receiving for his/her asthma or hay fever, it is also necessary to know if the child has other allergies. Allergies to certain foods may have medical implications. If a child is allergic to eggs, the MMR vaccine is contraindicated).

6. Has this child or anyone else in your family ever had hepatitis? (Must be doctor's diagnosis).

Rationale: Hepatitis is very contagious and can cause severe illness, especially if contracted by adults. If a positive response is obtained for this question, follow-up is warranted. Ask the parent how the child acquired hepatitis (e.g., from water, food or other people), and record this information. No dental treatment, include cleaning of teeth, should be done if a child has hepatitis. This could endanger the health of the child as well as the person providing care.

7. Is this child taking any medicines now, including medicines you can buy without a prescription?

Rationale: This will help determine if the child should be taking any medicines at school and also determine if the child is receiving appropriate monitoring of his/her medication and health.

8. Has the child ever had any operations, or been in the hospital for any reason?

Rationale: this is general health history information.

9. Has he/she had any serious illnesses or serious injuries?

Rationale: This is general health history information.

10. Do you have any special concerns about this child's health or about the way he/she is growing or developing? Are there any things this child has difficulty doing compared to other children his/her age?

Rationale: This allows the parent the opportunity to express concerns about the child's health and development that are not covered elsewhere on the form.

- Signature of Educational Recruiter and Data health History Completed: Sign the bottom of Part I and indicate the date the health history information was obtained.

- Signature of Parent and Date: The parent should sign and date the form, indicating that the health history information is accurate.

Note: The signatures of the parent and the recruiter should reflect a date AFTER January 1 of the current year, indicating a new health history was obtained after this date.

Part II of HDEF:

- Report ID: The program assistant (or educational recruiter) should enter the Reporter ID.

- Student Number: The program assistant (or educational recruiter) should enter the student number.

- Date: Enter the date the student withdrew.

- Funded: Enter Y for yes or N for no.

- Year: As on Part I, this is the year in which the child will attend the summer migrant education school.

- Funded: Check Y for yes or N for no.

- Grade: The grade the child will be in during the summer migrant education school.

- Child's Name: As on Part I, write the child's legal name. **Format**: Last name, first name, middle or other name.

- Nickname: As on Part I, indicate the child's nickname (e.g., Pepe.)

- Date of Birth: Write out month, day and year.

- Legal Parents' Name(s): Ask who the child's legal parents are as they may be different from the person(s) with whom the child is living. If this is the case, a note may be made to this effect in the side margin of the form. Write the full name of the legal parents (e.g., Jose Luis and Maria Esther Loma).

- Did This Child Attend at Least 60 Days of School in Colorado this Year? Ask whether or not the child attended school in Colorado at least 60 consecutive days during the regular school year. Circle "yes" or "no". If yes, write the name of the school and its location.

Rationale: This serves a couple of purposes. First, if further health information is required, the local school district and school health personnel may b e contacted. Second, certain health requirements must be met for children to be enrolled in Colorado schools. One of those requirements is that children who attend Colorado schools must show evidence that their immunizations are up-to-date. Therefore, if a child has attended at least 60 consecutive days of school in Colorado, immunization status will not be assessed during the summer health program as it has already been assessed during the regular school year.

- Immunizations: The summer school nurse will only be evaluating and updating immunizations for those students who did NOT attend school in Colorado during the past year. However, since immunization information is needed on a year-round basis, it is the responsibility of the recruiter and records clerk to make sure that immunization information is recorded for all students. Immunization information may be obtained from the following sources.

1. Immunization Card or Record – ask the parent for the child's immunization record. Copy the information from the record onto the HDEF. This is usually the most accurate information.

2. Migrant Health Record – Immunization information may also be recorded on the MSHR.

SPECIAL NOTES

1. Immunization records come in many different shapes and forms. Some make a distinction between DPT, DT and TD. If this is so, indicate this information accordingly. There is no line item on the HDEF or for DT since given very rarely. If an immunization record indicates that the child has this shot, write it in the blank white space in the immunization section of the HDEF

2. Measles, mumps and rubella may be indicated separately on the record or may be listed all together as one under "MMR"; usually they are given at the same time.

3. In Mexico, mumps and rubella immunizations are usually not given. Therefore, if the child's immunization record from Mexico indicates that "sarampion" (measles) was given, record this date only on the measles line.

4. Hib may also be listed as HbCv or HbPv. It is an immunization against a certain virus that causes meningitis. It is usually given to children between 12 months and three years of age.

5. BCG is a vaccination against tuberculosis that may have been given to some children in Mexico. It is not a skin test for tuberculosis. If a child's immunization record shows that he/she received a BCG vaccination, record it in the immunization section. Write it in under "Hib" on the comments line.

- Comments Regarding Immunization Records: This is the place to make special notes about the immunization records. For example, if the parent states that the child's immunization record was left at the home base, indicate this and ask the parent if the child's immunizations are up-to-date and note this also. Remind the parents that it is important to have a record of their child's immunization with them as they move.

- Initial IZ and Final IZ Status: For those children who have NOT attended at least 60 consecutive days of school in Colorado during the past year, the summer school nurses will evaluate immunization information that has been recorded by the recruiter/record clerk. After evaluating the immunization information, the nurse will check one of the boxes for "Initial IA Status" – Complete, Incomplete or Provisionally Complete. Provisionally Complete means that the child is not fully immunized, but is not due for the next immunization in the series until a later date.

For children who receive immunizations, the date of immunization should be recorded in this section.

At the end of the summer program, the nurse should note the final immunization status of these children – Complete, Incomplete or Provisionally Complete.

- Date of Last Skin Test (PPD or TINE) for Tuberculosis – Result- If the child did NOT attend at least 60 consecutive days of school in Colorado during the past year, the date of the last PPD of Tine Test should be recorded. The PPD is the test in which a tine bubble is made on the inside forearm. The tine is the test in which four tiny prongs are pressed onto the inside forearm. Check the immunization record, ask the parent or check the MSHR. Make sure to indicate the date of the test and if the result is not known or is not recorded, put a question mark (?) on the "RESULT" line.

Note: some children may have had a BCG vaccination. This is NOT a test for tuberculosis and should be recorded in the immunization section.

Based on this information, the nurse will decided whether the student needs a PPD test during the summer program.

When screening or re-screening is done during the summer, the health provider records results directly in this section.

- Dental Services: This section is to be completed by the dental hygienist.

- Significant Health Problems: The nurse or dental hygienist should enter any health problems that are determined to be significant and need to be recorded and highlighted on the computerized MSHR. Problems coded here should have been identified during the health program or are significant health history problems (e.g., rheumatic fever, spina bifida). It is the responsibility of the school nurse to make certain that any significant health problems recorded on Part I of the HDEF are transferred and coded to this section on Part II. Part I of the HDEF is NOT submitted for input into the NGS.

HOME VISITS AND ENROLLMENT REPORT

Instructions to be forthcoming

SUPPLEMENTAL PROGRAM FORM

During the regular year, the Supplemental Program Form should be filled out on any child who received supplemental services that are paid through the MEP.

During the summer program, every child who attends summer school (even for 1 day) MUST have a supplemental program form filled out.

Instructions: All information Must Be Entered in RED Ink:

- Student Name: The last, first and middle name of the child. In order to prevent confusion, information should be filled out in exactly this order.

- Name of Parent(s): The last, first and middle name of both parents.

- Student ID Number and MNE: enter the child's student number and MNE.

- Short School I.D.: You have the option of entering the whole name of the school the child is attending or you may enter the four alpha characters that identify the school (e.g., BFGR).

- Supplemental Program Code: Circle the code(s) in RED ink if funded. DO NOT CIRCLE CODE(S) IF THEY ARE NOT FUNDED WITH MIGRANT MONIES .

- Start Date: The day the child started school

- End Date: The day the child withdrew from school.

SECONDARY CREDIT ACCRUAL

This form is used to report information concerning migrant students in grades 7-12.

- Student: The student's full name (e.g., last, first and middle name.)
- Student I.D. (Number and MNE): Enter the number and the MNE that is assigned to the migrant student by the NGS.
- Gender: Circle M for male or F for female.
- Grade: This is the grade the student is currently in.
- Birth date: Enter month, day and year.
- Enrollment: The month, day and year of the child's first day in school.
- Withdrawal: Enter the month, day and year when the child withdrew from school.
- Parents or Guardians: Parent(s) last, first and middle name, both parents if applicable.
- Student Home Base Address: The city/town, and state that has been indicated by the parent on the COE 145 form. Street address is optional, but both city and state are required.
- Subject: This is the subject the child is taking in school. This MUST be written in exactly the same way it is written in NGS subject list (e.g., if the child is taking an algebra class, you must enter Math on the subject section of the form. The word algebra will be written on the Course Title section of the form).
- Course Title: This section reflects on the subject. If the child were taking an algebra class you would enter exactly that on this section of the form. In essence, it is describing the subject, the type of math class in which the child is enrolled.
- Partial Work: This section is only for a student who DOES NOT have a final grade (e.g., an "A" in math.) If a student HAS A FINAL GRADE you would skip over this area. If no final grade were available then we would need BOTH % grade and clock hours in class.
- Final Grade: Enter the grade the child received in the class.
- Number of Terms: The number of semesters, quarters, etc., the child attended, in a class (e.g., 1.00 semesters.)
- Type of Term: Enter semester, quarter, trimester or year. Do not enter semester for one class and quarter for another class. You must be consistent.
- Term: Enter either fall, summer or spring in this section.

- Year. Indicate the school year in this section (e.g., 2000.)

Preliminary Guidance Migrant Education Program Title I, Part C Public Law 103-382

ELEMENTARY & SECONDARY EDUCATION ACT AS AMENDED BY THE IMPROVING AMERICA'S SCHOOLS ACT OF 1994 (IASA)

Identification and Recruitment

Finding and enrolling eligible migrant children is a cornerstone of the MEP, and its importance cannot be overemphasized. Identification and recruitment of migrant children is critical because:

- The children who are most in need of program services are often those who are the most difficult to find.

- Many migrant children would not fully benefit from school, and in some cases, would not attend school at all, if the Sea's did not identify and recruit them into the MEP. This is particularly true of the most mobile migrant children who may be more difficult to identify than those who have settled with a community.

- Children cannot receive MEP services without a record of eligibility.

It is crucial that local projects develop effective recruitment networks, raise awareness of support for the program throughout the school district and the community, and ensure that migrant families find the schools accessible and welcoming.

The SEA is responsible for the identification and recruitment of all eligible migrant children in the state, including securing pertinent information to document the basis of a child's eligibility. Often SEAs or their operating agencies record eligibility data, which is obtained by interviewing the person responsible for the child, or (where the child moves on his or her own) the child, him or herself, on a COE. The SEA is responsible for implementing procedures to ensure the correctness of eligibility information.

This section addresses the ways in which SEAs and operating agencies can meet their responsibility to correctly identify and recruit all eligible migrant children residing in their state. *This guidance is intended to provide broad, guiding principles related to identification and recruitment (I & R), and is not intended to cover every particular situation a recruiter might encounter.* Specific information on establishing a child's eligibility for the MEP, including information on determining if the qualifying work constitutes an important part of providing a living for the worker and his or her family, is found in the "Student Eligibility" section of this document.

An active statewide I & R process underlies the SEAs responsibilities to:

- Determine the number of migrant children residing in the state: Section 1304(c)(7));

- Determine areas of the state to be served: Sections 1304(b)(4) and (5));

- Identify and address the special educational needs of migrant children, including preschool migrant children, through a comprehensive plan for needs assessment and service delivery: Section 1304(b)(1));

- Serve migrant children according to the priority for services established in Section 1304(d) Consider their relative educational needs and educational interruption); and

- Determine the types of services that are most responsive to the special educational needs of the state's migrant children to allow them to meet the same challenging state content and performance standards all children are expected to meet: Sections 1304(b)(1) and (2).

How to Identify Migrant Children

Each state is responsible for determining the number of migrant children residing within its boundaries. This can be a difficult task since the children who have the most need for services may not attend school. Furthermore, language and cultural barriers may make families hesitant to advocate for services on behalf of their children, particularly if they are not accustomed to looking for assistance from their child's school. Also, the locations where migrant families reside may change due to changes in agriculture or in response to natural disasters affecting crop production. Therefore, it is important that states actively seek out migrant families and develop comprehensive recruitment plans that include both school and community based activities.

Examples of Strategies for Identifying Migratory Children

- Identify and map the locations of agricultural and commercial fishing areas. The U.S. Departments of Agriculture, Labor and Commerce, and the State Office of Employment Security, can assist in many cases. Regional and local MEP staff may wish to contact individual growers and other agricultural and fishing employers.

- Obtain and maintain current information on the state's agricultural and fishing activities and determine for each (1) areas of the state in which concentrations of migratory labor exist; and (2) peak employment periods. Ensure that recruitment staff is deployed in areas where concentrations of migrants are likely to reside.

- Coordinate with officials who administer the Women, Infants and Children (WIC), Migrant Health, Migrant Labor, Migrant Head start, Community Service Block Grant programs and other programs about the locations of migrant workers and families whom those programs serve. In some locations recruiters canvas local churches, ESL classes, farm worker unions, legal aid agencies and local businesses like Laundromats, shopping malls, grocery stores, movie theatres and restaurants to find migrant families.

- Locate and maintain current lists of migrant housing in each area of the state. State and Federal Department of Health (or Health and Human Services) and Labor may have lists of migrant camps.

- Evaluate periodically the effectiveness of the state's identification efforts and revise procedures as necessary.

Once the SEA has successfully used methods such as these to identify migrant children residing in the state, it might be able, in succeeding years, merely to update its information on the location of migrant children. It could do so, for example, through periodic spot-checks for changes in agricultural or fishing activities, housing patterns or non-MEP program participation.

Primary Responsibilities of an Interviewer/Educational Recruiter

The educational recruiter's primary responsibilities are as follows:

(1) Obtain and interpret information provided by parents, guardians and others.

(2) Record, accurately and clearly, information that establishes a child to be a migrant child under the statutory definition in Section 1309(2) and the regulatory definitions in 34 Colorado Federal Register (CFR) 200.40. In all cases, the recruiter, rather than the individual interviewed, determines the child's eligibility on the basis of statutory and regulatory definitions and SEA policies. Because the SEA is ultimately responsible for all MEP eligibility determinations, the SEA in conjunctions with the LEA, should ensure that the interviewer is knowledgeable about the statutory and regulatory requirements for eligibility. Also, the quality control procedures are adequate to ensure that the student's eligibility cannot be questioned. Any time an interviewer has questions about a child's eligibility for the MEP, the situation should be described in the comment section of the COE and referred to a higher-level official (e.g., immediate supervisor) within the state.

Examples of Knowledge Needed by Recruiters to be Effective

- Basic MEP eligibility requirements.
- Cycles of seasonal employment and temporary employment.
- Languages spoken by migratory workers.
- Local agricultural and fishing production and processing sites.
- Local growers and fishing companies.
- Local roads and locations of places where migrants typically live.
- MEP services offered by the local operation agency.
- Other agencies that can provide services to migratory workers and their families, such as Migrant Health, Migrant Labor, WIC and Migrant Head start.
- The workings of the local school system.

Student Eligibility

Children who are migrant and have had the basis for their MEP eligibility properly recorded may receive MEP services. According to Sections 1309 and 1115(b)(1)(A) (which applies by reference) of the statute and 34 CFR 200.40(c) and (e) of the regulations, a child is eligible for MEP services if he or she:

1. (a) Is younger than 22 (and has not graduated from high school or does not hold a high school equivalency certificate), but (b), if the child is too young to attend school-sponsored educational programs, is old enough to benefit from an organized instructional program[1] (Section 1115(b)(1); and

2. Is a migrant agricultural worker or a migrant fisher (as defined in Section 1309 of the statute) or has a parent, spouse or guardian who is a migrant agricultural worker or a migrant fisher; and

3. Performs, or has a parent, spouse or guardian who performs, qualifying agricultural or fishing employment as a principal means of livelihood (34 CFR 200.40(c), (e) and (f)); and

4. Has moved within the preceding 36 months to obtain[2], or accompany or join a parent, spouse or guardian to obtain, temporary or seasonal employment in agricultural or fishing work; and

5. Has moved from one school district to another; or

In a state that is comprised of a single school district, has moved from one administrative area to another within such district; or

Resides in a school district of more than 15, 000 square miles and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. (This provision currently applies only to Alaska).

PROCEDURES FOR DOCUMENTING ELIGIBILITY

States must record the basis on which eligibility determinations were made for each child who is enrolled in the MEP. Generally, this is done by an individual authorized to recruit for the MEP who records, usually on a single COE form, all eligible children in a family who arrived on the same date in the state or district where the child, parent, guardian or spouse, obtained or sought qualifying agricultural or fishing work. It is advisable to maintain a separate record for each child of a family who has (1) a different Qualifying Arrival Date (QAD); or (2) a different residency date (the terms are discussed later in this section).

The only time a state would need to complete a new COE is when an eligible child is identified for the first time in that state. The state would also need to document any move that extends the child's eligibility, either by completing a new COE or amending the current COE. States need not complete new COE's for children who have not moved.

[1] For example, a newborn infant would probably not be considered old enough to benefit from an organized instructional program. Moreover, while a child under the age of three may be served, the child does not generate funding credit for state funding purposes.

[2] An individual who moves to seek qualifying employment would be considered to have made a qualifying move regardless of whether the employment is actually obtained.

Qualifying Employment

Any temporary or seasonal agricultural or fishing work (as defined in CFR 200.40) can be considered qualifying employment if it constitutes a principal means of livelihood.

Principal means of Livelihood

To be qualifying, *an agricultural or fishing activity must play an important part in providing a living for the worker and his/her family* (34 CFR 200.40(c), (e). The intent of this regulation is to focus MEP services on children who are truly migrant, that is, are members of families who depend on migrant agricultural or fishing work as an important part of their livelihood. The work need not be the "most important" or the "only" type of work performed by family members during the year. Nor does it have to provide the largest portion of the family's income or employ those working for a majority of their time. In all cases, however, states and recruiters should establish procedures that don't burden parents and also don't lead to misidentification of migrant children.

If during the parent interview, the interviewer learns that the qualifying worker has another occupation (in addition to agricultural or fishing work); the interviewer should confirm that the agricultural or fishing work is important to the family's livelihood.

Examples of Determining Principal Means of Livelihood

- A parent is a commercial fisher during the summer, but also works as a janitor in the school the remainder of the year. When the interviewer vists the parent, he/she asks him "Is the fishing work important for providing a living for your family?" The parent tells him/her that without the revenue the family earns from fishing, he doesn't know how his family would make ends meet. Based on his verbal affirmation and the interviewer's belief that his statement is credible, he/she concludes that fishing is an important part of providing a living for the family. She qualifies the children for MEP services.

- The same interviewer visits a family that plans to reside in the school district for four weeks while harvesting cherries. She asks the family what they do to earn a living during the rest of the year. The mother tells her that they follow other seasonal crops. The interviewer qualifies the children for the MEP.

- A father who is unemployed moves to a northern state with his children after hearing that he can find fieldwork there. When he arrives at his destination, he looks all over for work but finds that the crop is poor this year and work is not available. Since the father had no other employment and the work he was seeking would have been a principal means of livelihood for the family, the interviewer qualifies the children for the MEP.

Interviewers should base their determination of whether or not work is a principal means of livelihood on interviews with the child (where the child is the worker), or the child's parent or guardian, and should record that determination on the COE. Since there is no income test for eligibility under the MEP, neither the worker nor his/her family is expected to maintain, nor is the SEA or its operating agency expected to

review, written documentation on income or work history as a condition of determining the eligibility of children for the MEP.

Moreover, when conductive eligibility interviews, interviewers should never ask the amount of income derived from employment. Rather, interviewers should focus on whether the agricultural or fishing work is an important part of providing a living for the family. The interviewer can rely on any information the worker or employer or other relevant person provides and on his/her judgment of that information to make this determination. In cases where a statement made by the worker as to the family's reliance on the agricultural or fishing work does not seem reasonable to the interviewer in light of the other, non-qualifying work, the interviewer should probe further. If the interviewer continues to question the reliability of the worker's statement, the interviewer should find the child to be ineligible or refer the situation to a higher-level official within the state.

An Agricultural Activity is:

1. *"Any activity directly related to the production or processing of crops, dairy production, poultry or livestock for initial commercial sale or personal subsistence" (34 CFR 200.40(a)(1)). (Underlined words are defined below.)*

Production The production of crops, dairy products or animals includes, among other things, planting, cultivation or harvesting crops[3] or preparing land for such activities, raising or milking dairy farm animals, gathering eggs and raising livestock for eventual slaughter (but not for sport or recreational use). Planting, cultivating and harvesting fruits and vegetables (e.g., apples, oranges, grapes, tomatoes, potatoes, celery, etc.) are the major activities, which employ migrant workers.

Processing Working with a raw agricultural or fishing product that will become a more refined product. Processing ends at the point where the crop, dairy product, poultry or livestock ceases to be recognized as the entity that began to be processed and becomes part of a more refined product (e.g., potato soup, apple pie, macaroni and cheese, chicken pot pie, beef stew) or when the product (e.g., fresh package chicken, bagged grapefruit, boxed broccoli) is readied for initial commercial sale to the next stage processor, the wholesaler, the retailer or the consumer.

Initial Commercial Sale Can occur at the conclusion of the production or processing activity(ies), when the product or processed product is sold: (1) for refining to the next stage processor; (2) to the wholesaler; (3) to the retailer; or (4) directly to the consumer. Processing a product for "initial commercial sale" may occur at the same site or multiple sites.

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[3] Crops – The following are examples of activities that involve the "production" of crops:
Cultivating – cotton, beans, onions, oysters
Fertilizing – peanuts, apples, oranges, cotton, lettuce
Harvesting – picking or gathering of products, agricultural and fishing
Irrigating – cotton, carrots, tomatoes
Planting – oranges, apples, trees, catfish, oysters
Pruning – grapes, trees, hops
Thinning – sugar beets, tomatoes, cotton
Weeding – lettuce, tomatoes, celery
In addition to foods and fiber (e.g., cotton) the term crop includes nursery plants, Christmas trees, flowers, turf, fibers and similarly grown items.

Personal Subsistence A worker and his or her family consume the crops produced or the fish caught in order to survive.

2. *"Any activity directly related to the cultivation or harvesting of trees" (34 CFR 200.40(a)(1)).*

Examples of Cultivation or Harvesting Activities

"Cultivation or Harvesting" could include soil preparation, planting, tending, pruning and felling, Christmas tree cutting and bundling and planting of tree seedlings for restoration of forests. Normally, once the tree is ready to be transported from a harvesting site to a processor (sawmill), there is no longer a sufficiently direct involvement in cultivation or harvesting of trees. Therefore, transporting trees would not qualify as an "agricultural activity." Moreover, any activity directly related to the processing of trees is not an agricultural activity.

3. *"Any activity directly related to fish farms" (34 CFR 200.40(a)(3)).*

Examples of Fish Farms

A "fish farm" can be a tract of water reserved for the artificial cultivation of fish or shellfish, such as catfish, eels, oysters or clams. The fish are artificially cultivated, rather than caught in open running water as they would be in a fishing activity.

Examples of Fishing Activities

A "fishing activity" could include the catching, digging, trolling or otherwise capturing or processing of clams, crabs, halibut, herring, oysters, salmon, shrimp, trout or other types of fish or shellfish.

Temporary Employment Employment related to agricultural or fishing activities that is not permanent and that usually lasts no longer than 12 months. Temporary employment does not always have beginning and ending dates at particular times of the year. Mending fences, digging irrigation ditches, plucking chickens and other activities not dependent upon a natural cycle of events may occur at any time, and for any length of time. Therefore, these jobs may be either permanent or temporary.

In a wide variety of situations, employment can readily be determined to be temporary or seasonal. Sometimes, however, while employment may be available to a worker on a year-round basis, the employment may still be temporary perhaps because of working conditions or intermittent periods of slack demand, the worker does not intend to remain at the job permanently, or otherwise not likely to do so.

When deciding whether work is temporary, the interviewer should determine whether the work is likely to be available on a year-round basis. The basis of the individual's eligibility should be carefully documented so that the reasons for the determination can be readily understood.

Tests to Determine Whether an Agricultural or Fishing Activity Qualifies as Temporary Employment

1. The activity itself has a clearly defined beginning (e.g., digging an irrigation ditch, making packing boxes, building a fence) and is not one of a series of activities for the same employer that is typical of permanent employment; or

2. The employer establishes a time frame for completion of the worker's tasks (e.g., the employer hires the worker for a three-month period); or

3. An "*industrial survey*" establishes that, despite the apparent permanency of the work, the job may be considered temporary (see the following discussion); or

4. The agricultural or fishing work might be permanent, but the interviewer has specific reasons for believing that the worker does not intend to perform tasks indefinitely. The worker states that he plans to leave the job after four months.

Seasonal Employment Whether agricultural or fishing, seasonal employment is generally easy to determine since it is dependent upon natural cycles. In agriculture, for example, planting, cultivating, pruning, harvesting and related food processing are seasonal activities. In commercial fishing, planting and harvesting of clams and oysters, fishing during seasonal runs of fish and related food processing are seasonal activities. The production of meat and poultry may also be seasonal; for example, turkey production increases significantly prior to Thanksgiving.

INDUSTRIAL SURVEY

An "*industrial survey*" is an alternate way for an SEA to establish that work that could be perceived as year-round can be considered "temporary" for the MEP. Industrial surveys give states added flexibility by providing another way to document that employment is temporary.

In many situations, agricultural or fishing employment can readily be determined to be temporary or seasonal. While such employment may be available to a worker on a year-round basis, the employment may still be temporary due to working conditions or intermittent periods of slack demand, the worker is not likely to remain at the job permanently. An industrial survey provides flexibility in determining that an agricultural or fishing activity qualifies as temporary employment, for purposes of the MEP.

An industrial survey is based on agricultural or fishing work-sites with employment practices that are comparable to the one at which the worker is employed, and demonstrate a significant probability that a worker in a specific job category will leave the place of employment within a short period of time. For example, a 50% turnover rate in a 12-month period, a 60% turnover in 18 months or a 75% turnover rate in 24 months. Surveys are based upon evidence of a high degree of turnover, frequent layoffs without pay, a high incidence of part-time employment or few or no opportunities for full-time employment. A new survey may be conducted at least every two years, be based on work-sites with employment practices that are comparable to the one which the worker is employed and demonstrate a significant probability that the worker will leave the place of employment within a short period of time.

Industrial Survey Policy

This detailed guidance was developed in response to inquiries received from the field regarding the U.S. Department of Education's (EDs) interpretation of what constitutes proper implementation of an industrial survey. As such, this guidance expands upon and replaces that portion of the current MEP Policy Manual.

As you know, in order to provide states with added flexibility in determining temporary employment, ED has permitted the alternative use of an individual industrial survey to qualify, as temporary employment occupations known to have frequent turnover, but might be considered temporary employment, even by the employee in a personal interview. Depending on the survey results, it permits anyone who works in a

surveyed occupation determined to have frequent turnover to be viewed as a temporary worker. Children of these workers still, however, meet other eligibility tests including having made a qualifying move, to be considered eligible for program services.

ED considers the guidance contained in this document to be acceptable but not exclusive guidance on the procedures for conducting an acceptable industrial survey. Proper implementation of the outlined procedures shall be considered by all ED officials (including those in the Office of the Inspector General (OIG)) to comply with regulatory requirements governing eligibility.

Items to Include on an Industrial Survey

1. The industry being surveyed (e.g., beef processing);
2. The individual employer (e.g., Beef Packers, Inc.);
3. Location of the workplace (e.g., Any Town, Colorado);
4. Description of unique characteristics that might affect employee turnover (e.g., size, working conditions, hours, management);
5. The job category (e.g., slaughtering);
6. The number of employees in the job category;
7. The turnover rate and how it was calculated;
8. How turnover information was obtained (e.g., the employer provided a computer printout of employment statistics); the date the survey was conducted, the time period it covers and pertinent explanatory comments (e.g., how precise and credible the information is believed to be); and
9. The reviewer's initials and date.

QUALIFYING MOVES

A move can be considered qualifying if:

It is from one school district to another such as a move from a school district into territorial waters is not considered a qualifying move, regardless of distance traveled, unless the worker and child cross into a different school district;

The worker, as a result of the move, is seeking or engaged in qualifying employment; or

The worker moved to find qualifying work believed to be available, even though qualifying work has not found; and

The worker clearly did not move for the purpose of relocating on a permanent basis.

Children Who Do Not Move Children (or spouses) of migrant agricultural workers or migrant fishers are not eligible for MEP services if the children (or spouses) themselves do not move from one school district to

another, even if the parent or guardian moves. The MEP definitions provide that children must have moved before they can be eligible to be counted or served as migrant children under the MEP.

Previous Qualifying Moves An SEA may identify and recruit a migrant child in the child's current state of residence based on a qualifying move that occurred in another state within the last three years. The interviewer must record the date on which the qualifying move occurred and the other information needed to establish the child's eligibility for the MEP. The child is then eligible for the remainder of the three-year period.

Moves from other Countries The interviewer should summarize (generally as a comment on the COE) the reasons to explain a child's move from a country other than Mexico or Canada. This summary is used only if the interviewer believes the initial move from that country to the new location was made to enable the child, parent, guardian or spouse to obtain (or seek) temporary or seasonal employment in an agricultural or fishing activity. Moreover, permanent relocations (e.g., relocating to the United States for political, economic or personal reasons) are not considered qualifying moves. Any move made after relocation would be qualifying if all eligibility criteria were met.

Moving Home Workers who return home to ongoing employment after visiting a sick relative, vacationing or for other personal reasons, have not made a qualifying move.

OTHER KEY TERMS FOR ESTABLISHING ELIGIBILITY

Qualifying Arrival Date The date the family unit or the child (where the child is the worker) arrive(s) at the place where qualifying work is sought. (See guidance on "to join" moves for information on children whose move either precedes or follows the parent, guardian or spouse's move).

- For interstate migrant children (children who move from on state to another), this is the date they arrive in the state;

- For intrastate migrant children (children who move from one school district or, if the state has only one school district, from one school administrative area to another) this is the date they arrive in the school district or school administrative area.

Residency Date The date the child/children) enters the school district. The residency date and the QAD are the same only if the most current move enables the worker to obtain or seek qualifying agricultural or fishing employment. A subsequent move for a reason other than obtaining qualifying work would create a new residency date, but would not change the qualifying arrival date. The residency date is always the same as or after the date of the qualifying arrival date.

To Join Date – If he child moves alone, with, or to join a parent, spouse or guardian within the last 36 months, this is acceptable. A child has three years in which to join the family.

COMMENTS ON THE COE

Most COE's include a comment section. Interviewers often add comments to the COE that clarify the reasons for the eligibility determination so anyone who later reviews the form can understand why the interviewer believed the child/children to be eligible. If a COE does not have a comment section, and an explanation is needed to clarify eligibility, comments can be attached to the original COE and maintained as a part of the official COE record.

Circumstances That Warrant Further Explanation on a COE

- The household is supported, at least in part, by non-agricultural/no fishing work, but the qualifying work is still the principal means of livelihood.
- A "move" is of a brief duration or for a short distance, or both, that one could question whether any migration had occurred (e.g., intra-city or intra-town move that is across school district boundaries).
- The worker did not obtain qualifying employment as a result of the move.
- The recorded agricultural or fishing activity may be unusual enough that a reviewer is unlikely to understand that is a qualifying activity.
- The worker's "activity" that is recorded on the COE could logically be part of a "series of activities" that, viewed together, would constitute permanent employment (e.g., mending fences and haying could be two parts of permanent ranching with one employer.
- The worker's recorded "activity" might be viewed by an independent review as either temporary or permanent employment (e.g., collecting eggs or milking cows).
- The interviewer has used the findings of an occupational or industrial survey to validate the eligibility determination.

While COE comments do not need to be extensive, the interviewer's comments should clarify, for anyone who later reviews the document, the circumstances that led the interviewer to believe that the child is eligible. Additional clarification is warranted in cases where standard information may not clearly establish the child's eligibility. The interviewer's statement may be prepared in any way the SEA specifies.

QUALITY CONTROL

In recruiting migrant children, the SEA and its operating agencies are responsible for ensuring the correctness of the information used to determine each child's eligibility under the MEP definitions in Section 1309(2) and 34 CFR 200.40. "Quality Control" refers to the procedures that the SEA designs and implements for so doing. Without some type of quality control system, neither the SEA nor its operating agencies will have a reasonable basis for knowing whether the children who are recruited are, in fact, migrant children, and so cannot demonstrate accountability for their receipt of MEP funds.

The quality of a state's eligibility determinations is important both to programmatic decisions about who may and may not receive MEP services, and to fiscal decisions about the size of the state's MEP allocation. The SEA should implement quality control procedures so that the department and the SEA have confidence in the information used to make decisions.

Quality control procedures complement a system of identification and recruitment where interviewers make thorough, reasonable and consistent eligibility determinations. If these determinations are audited, the SEAs' evidence that it has implemented quality control procedures can help to resolve audit concerns, as

well as lessen the auditor's need to re-interview children, spouses, parents or guardians to determine whether the state's COE's contain accurate information.

Sample Quality Control Plan

- Adequately train and guide interviews in practical and, to the extent possible, uncomplicated ways to determine student eligibility.
- Implement a formal process to review and ensure the accuracy of written eligibility information.
- Plan and implement a process to ensure the quality of interviewer's eligibility decisions.
- Develop and distribute both a local and a state-level process for resolving eligibility question.
- Periodically evaluate the effectiveness of recruitment efforts and revise procedures if necessary.

CONTINUATION OF SERVICES

The statute permits programs to continue to serve particular students whose eligibility has ended but who still have unmet needs. These children no longer generate MEP funds for the state, however, and the state is not required to continue serving them. Situations in which a child may continue to be served include the following:

- A child who ceases to be a migrant child in the middle of a project or school terms is still eligible to receive MEP services until the end of that school term. Please refer to Section 1304(e)(1);
- A child who is no longer a migrant child may continue to be served for an additional school year, providing that comparable services are not available through other programs. Please refer to Section 1304 (e)(2);and
- Secondary school students who were eligible for MEP services in secondary school may continue to be served through credit accrual programs until they graduate. Please review Section 1304(e)(3).

COMPREHENSIVE NEEDS ASSESSMENT AND SERVICE DELIVERY PLAN

As both an essential planning instrument and a tool for forging links to other programs and to state and local education reform plans, the comprehensive needs assessment and service delivery plan forms the core of the new MEP. The requirements for such plans under Section 1306 clearly envision a process by which each state determines how best to fit services needed by migrant children into the state's comprehensive educational reform plan developed under Goals 2000, or the plans developed by the state under other parts of the ESEA.

Needs Assessment Component

A comprehensive needs assessment is based upon the best available information regarding educational services and comprehensive services (e.g., health, dental, transportation, counseling) needed by migrant children in the context of helping them achieve the state content and student performance standards.

Example of a Process for Identifying Children to Serve

- Identify children who meet the statutory definition of a migrant child and are expected to reside in the area (statewide or local) that the agency serves.
- Establish objective, educationally related criteria for selecting children to be served following the service priorities contained in Section 1304(d).
- Uniformly apply those educational criteria in selecting students to be served in each grade level and instructional area in which the project will focus;
- Determine the educational needs of the children to be served with enough specificity to enable the project to focus on the most pressing needs, and the resources that will be necessary to meet these needs.
- Determine the focus of the program to be provided (e.g., instructional areas and/or grade level(s) based on the best available information about the needs and characteristics of all identified children.

The comprehensive needs assessment is used to determine the general instructional areas and grade levels on which the service delivery plan will focus. However, since the approved application, whether program-specific or consolidated, is the basis for using MEP funds within the state, the SEA and its operating agencies must ensure that local procedures are consistent with state priorities. The only exception is where migrant funds are used to support a school wide program.

SURVEYS

Written and oral surveys are essential tools to help find potentially migrant children. The goal is to eliminate the obviously non-migrants with a few well-designed questions. The parents of children that remain can then be questioned more carefully in an interview to find out if they qualify for the program.

Students in secondary grades can be effectively surveyed in school. Coordinate with school personnel to minimize the disruption in class work and to maintain good relations with the school.

Conduct the survey in a professional manner. Do not make those who are migrant or who are potentially migrant feel singled out or uncomfortable in any way. In doing the survey, it is not necessary or advisable to mention the word "MIGRANT". Use "SEASONAL WORK" or some other word in place of "MIGRANT".

The survey should be conducted by the recruiter/tutor. If school personnel prefer to conduct the survey, the migrant personnel should be involved.

The success of a referral system, either formal or informal, depends upon effective public relations work by the migrant personnel. They must communicate regularly with people who have contact with migrant workers and their families.

Following are EXAMPLES of surveys that could be used when recruiting.

SAMPLE SEASONAL WORKER SURVEY

Please fill out this form to assist us in providing more quality education program and health services for qualifying worker's children.

NAME: _____
ADDRESS: _____
HOME PHONE/MESSAGE PHONE: _____
CITY, STATE, ZIP CODE: _____
SCHOOL DISTRICT: _____

Please Check Below

1. *Have you moved from one school district to another in the last three years seeking agricultural employment (farming, grain elevators, seed companies or wood cutting for personal subsistence?* *Yes __ No __*

2. *Do you have children under the age of 22?* *Yes __ No __*

3. *Are you or your spouse under the age of 22?* *Yes __ No __*

SAMPLE MAIL SURVEY

Date:

Dear Parents:

This is a survey that could possibly benefit your child. Please take a few minutes to complete this form. Thank You.

To qualify for this program, YOU MUST HAVE MOVED from one school district to another, or from one state to another WITHIN THE LAST THREE YEARS, and for the purpose of SEEKING OR OBTAINING EMPLOYMENT in one of the following areas listed below. If you were SEEKING this type of employment, but took another job, your family may still be eligible.

Please return this form to your child's teacher AS SOON AS POSSIBLE. Thank you for your cooperation.

School District: _____

Have your or someone you moved with, ever crossed school district lines in order to work in any of the following areas:

Cotton Gin	*Yes* ____	*No* ____
Crop Dusting	*Yes* ____	*No* ____
Farming	*Yes* ____	*No* ____
Fruit Harvesting	*Yes* ____	*No* ____
Grain Elevators	*Yes* ____	*No* ____
Hay Harvesting	*Yes* ____	*No* ____
Timber Work	*Yes* ____	*No* ____
Trees (Con-Agra-Townsend & Others)	*Yes* ____	*No* ____

Have you left your home during the summer (including across state boundaries) to seek or obtain work in any of the above? *Yes* ____ *No* ____

Student's Name	*Grade*	*Teacher*
Parent's Name	Home Phone	Message Phone
Home Address	City	State

GLOSSARY OF ACRONYMS AND TERMS USED IN THIS MANUAL

Average Per-Pupil Expenditure (PPE)

The total amount of state and local money spent on public elementary and secondary education in the state or nation divided by the number of children in public elementary and secondary schools in the state or nation.

Basic Interview Pattern (BIP) (1st Appearance Pg. 28)

Boards of Cooperative Education (BOCES) (1st Appearance Pg. 4)

Certificate of Eligibility (COE)

The document used in the Colorado Migrant Education Program to document eligibility of migrant children residing in the state and/or enrolled in the New Generation System.

Colorado Department of Education (CDE) (1st Appearance Pg. 1)

Colorado Federal Register (CFR) (1st Appearance Pg. 78)

Community Block Grants (CBG) (1st Appearance Pg. 7)

Department of Labor (DOL) (1st Appearance Pg. 20)

Elementary and Secondary Education Act (ESEA)

This act, passed in 1965, included provisions under Title I to fund projects to help educationally disadvantaged children. In 1966, the Act was amended to serve migrant children.

English Language Proficiency Act (ELPA) (1st Appearance Pg. 7)

Title I ESEA

The largest federal aid program to state and local education programs for educationally disadvantaged children.

Family Education Rights and Privacy Act (FERPA)

Legislation that protects the rights and privacy of information obtained from students and their families.

Fiscal Year (FY) (1st Appearance Pg. 66)

Full-Time Equivalent (FTE) (1st Appearance Pg. 7)

Pertaining to students, a count of one or a number of children who reside in an area for 365 days, or 180 days for regular school. Pertaining to staff, one full-time staff person.

General Education Diploma (GED) (1st Appearance Pg. 22)

A certificate that attests to the completion and passing of high school required subjects in place of a high school diploma)

Health Data Entry Form (HDEF) (1st Appearance Pg. 23)

High School Equivalency Program (HEP)

A residential program that assists high school dropouts to obtain a GED.

Identification and Recruitment

The process used to find migrant children, certify them eligible, enroll them in the New Generation System, and determine their needs for services.

Improving America's Schools Act (IASA) (1st Appearance Pg. 78)

Job Training Partnership Act (JTPA)

A 1983 act of Congress that provides for job training; formerly the Comprehensive Employment Training Act of CETA.

Last Qualifying Move (LQM)/Qualifying Activity Date(QAD)

The last move a child made with or to join a parent/guardian to enable the latter to obtain agricultural or fishing work.

Local Education Agency (LEA)

A board of education or legal authority having administrative control over public education in a county, township or school district for example, a school district.

Migrant Child

A child who moves with a parent or guardian or member of immediate family across school district boundaries to seek or obtain employment in agriculture, horticulture or fishing-related activities.

Migrant Education (ME) (1st Appearance Pg. 1)

Migrant Education Program (MEP) (1st Appearance Pg. 1)

Mini Portable Assisted Study Sequence (Mini PASS)

Junior High level Portable Assisted Study Sequence Program.

Migrant Student Health Record (MSHR) (1st Appearance Pg. 23)

New Generation System (NGS)

The computerized record system that transfers a migrant child's academic and health records from school to school of participating states.

Office of the Inspector General (OIG) (1st Appearance Pg. 86)

Office of Migrant Education (OME) (1st Appearance Pg. 9)

Parent Advisory Committee/Council (PAC)

Advisory group composed mostly of parents whose children are involved in local and state migrant programs)

Portable Assisted Study Sequence (PASS)

A program giving high-risk secondary students an opportunity to make up credits needed to fulfill graduation requirements by completing a portable study packet.

Per-Pupil Expenditure (PPE)

Federal financial assistance to migrant students for post-secondary education.

Reading is Fundamental (RIF) (1st Appearance Pg. 40)

State Education Agency (SEA)

The state officer or office responsible for supervising public secondary and elementary education in the state Colorado Department of Education.

Women, Infants and Children (WIC) (1st Appearance Pg. 79)

Attachment A

☐ Intersession
☐ Regular Year
☐ Summer Year
Fiscal Year _____
☐ See Back

☐ Phone Audit
☐ Home Visit Audit

Colorado Department of Education
Migrant Education Program
CERTIFICATE OF ELIGIBILITY

Revised April 22, 2003
District/BOCES: _____

I. PARENT DATA ☐ New Arrival ☐ Re-Qualifying Family HL. ☐ Yes ☐ No

A. Male Name (last, first) ☐ Father ☐ Guardian ☐ Self ☐ Relationship _____	Home Base Address (city, state, country)	Current Address (street, city, state, zip)
B. Female Name (last, first) ☐ Mother ☐ Guardian ☐ Self ☐ Relationship _____		Telephone: _____-_____

II. CHILD DATA (List all children in the family)

Name Last	First	MI	NGS#	Sex	BirthDate	Age	Race	V	BIRTHPLACE City, State, Country	GR	Date Enrolled	SHORT SCHOOL ID'S

III. ELIGIBILITY DATA – The children listed moved

From: (City, State, Country)	To: (City, State)	Qualifying Arrival Date (QAD):	Qualifying Activity: Intent to work:
The children Moved: 1. ☐ With ☐ to join ☐ Self 2. ☐ Parent ☐ guardian ☐ other family member ☐ child	To enable that person to obtain or seek agricultural related: ☐ Temporary employment ☐ Seasonal employment	Residency Date:	Working at: To do What:

IV. INTERVIEWER'S STATEMENT

The above information was obtained from ☐ A ☐ B, and is correct to the best of my knowledge.

Interviewer Signature: _____ **Date:** _____

This program has been explained to me, and I understand the available Title I Migrant funded services. I give my permission for the Migrant Education representative to request and exchange education and health records for my child (ren).
Me han explicado el programa y tengo conocimiento de los servicios que proveen. Autorizo al representante de Educación Migrante hacer uso e intercambio de documentos escolares y de salud de mi/s niños/as.

Signature of Parent/Guardian: _____ **Date:** _____

Comments:

Interviewee stated no jobs were available at this time.

Interviewee stated job is considered temporary.

V. CERTIFICATION

I certify that based upon the above information and applicable definitions, the child (ren) listed is eligible for the Migrant Education Program

Was the data on this COE obtained Through an Industrial Survey?
☐ Yes ☐ No

Certifying Signature: _____ Date: _____	

II. CHILD DATA (List all children in the family)

Name Last	First	MI	NGS#	Sex	BirthDate	Age	Race	V	BIRTHPLACE City, State, Country	GR	Date Enrolled	Short School ID

ATTACHMEBT B

RE-ENROLLMENT FORM

Colorado Migrant Education Program

Parents:
LP / CP Father
LP / CP Mother

[ ] Regular [ ] Summer _____ FY

School District/BOCES: _____

CHILD DATA

Name: Last	First	MI	Student # and MNE (if known)	Gender	Date of Birth	Age	M	G	Enrollment Date	School Name	City

Current Residence (COMPLETE ONLY IF AN UPDATE):			
Street/P.O. Box	City	State	Zip

Last Qualifying Move (LQM) (Date)
From (City,State):
To (City):

COMMENTS:

Authorized Signature: _____

Date: _____

ATTACHMENT C

MEP HEALTH FORM

YEAR #1 200☐ GRADE _____ YEAR #2 200☐ GRADE _____ YEAR #3 200☐ GRADE _____

1. Child's Legal Name _____ / _____ / _____
   Last First Middle
2. DOB: _____ / _____ / _____ Gender: ☐ Male ☐ Female Check if child is a twin ☐
   Month Date Year
3. Current Address: _____ / _____ / _____ / _____
   Street City County Zip
4. Home Telephone: (_____) _____
5. Emergency Contacts: 1) Name _____ Telephone _____
   2) Name _____ Telephone _____
6. Child's Doctor/Clinic _____ Dentist _____
7. Health Insurance: ☐ Colorado Medicaid # _____ ☐ Emergency Medicaid # _____
   ☐ CHP+ #_____ ☐ Private Insurance #_____
   ☐ Farmworker Health Services #_____ ☐ Colorado Indigent Program #_____
   ☐ Other _____ ☐ None Have you ever applied for Medicaid/Emergency Medicaid? ☐ Yes ☐ No
   Were you denied? ☐ Yes ☐ No No When? _____ Do your think you might be eligible for Medicaid? ☐ Yes ☐ No
8. Father's Name _____ / _____
   Last First
9. Mother's Name _____ / _____
   Last First

HAS THIS CHILD HAD OR HAVE...	HA TENIDO o TIENE ESTE NIÑO(A)...
YES NO	SI NO
1. ☐ ☐ Any problems with vision or with hearing? (If yes, does he/she use glasses or a hearing aid).	1. ☐ ☐ ¿Problemas para ver u oir bien? (Si la respuesta es si, usa el niño(a) lentes o un aparato del oído).
2. ☐ ☐ Epilepsy, or ever had a convulsion or seizure?	2. ☐ ☐ ¿Epilepsia, o ha tenido una convulsión o ataque?
3. ☐ ☐ Heart problems? Heart murmur? Rheumatic fever?	3. ☐ ☐ ¿Problemas con el corazón? ¿Un murmullo o un soplo del corazón? ¿Fiebre reumática?
4. ☐ ☐ Any dental problems?	4. ☐ ☐ ¿Cualquier tipo de problem dental?
5. ☐ ☐ Any serious illnesses (diabetes, asthma, hepatitis)?	5. ☐ ☐ ¿Enfermedades graves (diabetis, asma, hepatitis)?
6. ☐ ☐ Hemophilia (bleeding disorder)?	6. ☐ ☐ Hemofilia (sangrado incontrolado)?
7. ☐ ☐ Artificial joints or prosthesis?	7. ☐ ☐ ¿Tiene coyonturas artificiales o prótesis?
8. ☐ ☐ Allergies to any kind of medicine (including over the counter medicine)? Serious reaction worse than mild fever or tenderness after getting any immunizations?	8. ☐ ☐ ¿Alergias a alguna medicina (incluyendo medicina sin receta)? ¿Seria reacción despues de recibir alguna vacuna, es decir, mas seria que tener poca fiebre o sentirse un poco adolorido?
9. ☐ ☐ Allergies to food, milk, plants, bee stings, animals or anything else?	9. ☐ ☐ Alergias a algunas comidas, leche, plantas, abejas, animales o a cualquier otra cosa?
10. ☐ ☐ Is this child taking any medicines now, including medicines you can buy without a prescription?	10. ☐ ☐ ¿Está tomando este niño(a) alguna medicina, inclusive medicinas que se pueden comprar sin una receta?
11. ☐ ☐ A history of operations or been in the hospital for any reason?	11. ☐ ☐ ¿Operaciones o ha estado en el hospital (internado) por alguna razón?
12. ☐ ☐ A history of head injury or broken bones?	12. ☐ ☐ ¿Heridas en la cabeza o fracturas?
13. ☐ ☐ Has this child or anyone in the family ever had tuberculosis or ever had a positive reaction to a skin test for tuberculosis?	13. ☐ ☐ ¿Ha tenido este niño o cualquier otra persona en la familia tuberculosis o una reacción positiva a la prueba de la piel para tuberculosis?
14. ☐ ☐ Do you have any special concerns about this child's health or about the way he/she is growing or developing?	14. ☐ ☐ ¿Tiene usted algunas preocupaciones sobre la salud de este niño(a), o sobre su crecimiento o desarrollo?

Explain any "YES" responses from above: _____

I authorize my child to participate in the following health services: Health/dental screening and health assessment as available, preventive dental care including sealants and fluoride, first aid and emergency medical/dental care, and transportation for medical/dental appointments.

Doy mi permiso para que mi niño(a) reciba los siguientes servicios: Exámenes y evaluación de la salud y dental disponibles, atención dental preventiva incluyendo sellantes y fluoruro, primeros auxilios y atención medica/dental en caso de emergencia, y transportación para citas del médico/dentista.

PARENT SIGNATURE/FIRMA DEL PADRE	Date/Fecha	Relationship to Child/Relación al Niño(a)
Year #1 _____	_____	_____
Year #2 _____	_____	_____
Year #3 _____	_____	_____

RECRUITER SIGNATURE: _____ _____

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ATTACHMENT D

Colorado Department of Education
Migrant Education Program
Home Visits and Enrollment Report

Month: August			Totals
Recruiter Area/District	Home Visits	Enrollments	
week 1-3			Home Visits=
week 6-10			
week 13-17			Enrollments =
week 20-24			
week 27-31			
Total			

Month: September			Totals
Recruiter Area/District	Home Visits	Enrollments	
week 3-7			Home Visits=
week 10-14			
week 17-21			Enrollments =
week 24-28			
Total			

Month: October			Totals
Recruiter Area/District	Home Visits	Enrollments	
week 1-5			Home Visits=
week 8-12			
week 15-19			Enrollments =
week 22-26			
week 29-31			
Total			

Month: November			Totals
Recruiter Area/District	Home Visits	Enrollments	
week 1-2			Home Visits=
week 5-9			
week 12-16			Enrollments =
week 19-23			
week 26-30			
Total			

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ATTACHMENT E
SUPPLEMENTAL PROGRAM REPORTING FORM

Student Name/IDs (Please list of students on reverse side of this form)

School _____ Start Date _____

Teacher _____ End Date _____

Name	Regular Term	Intercession/Summer Term
INSTRUCTIONAL SERVICES (Academic) If Migrant Funded:		
Adult Literacy		
Bilingual (Pre-K – 12th)		
Building Bridges (Pre-K)		
Distance Learning (Pre-K – 12th)		
ESL (English as Second Language) (Pre-K – 12th)		
Even Start (Pre-K)		
GED/HEP (9th-12th)		
Mathematics (Pre-K – 12th)		
NovaNet (9th – 12th)		
Other 1 (Define)		
Other Language Arts (K – 12th)		
P.A.S.S. (9th – 12th)		
Mini P.A.S.S. (5th – 8th)		
Preschool (Pre-K)		
Project SMART (K – 6th)		
Reading (K – 12th)		
Science (K – 12th)		
Social Studies (K – 12th)		
Tutorial Elementary (K - 5th)		
Tutorial Secondary (6th – 12th)		
UT (TAAS) (9th – 12th)		
Vocational/Career Education (6th – 12th)		
Work Study (6th – 12th)		
SUPPORT SERVICES (Summer/Community):		
Dental		
Guidance/Counseling		
Health		
Nutrition		
Parent Training		
Pupil Services		
Pupil Transportation		
Other 1 (Define)		
Social Work/Outreach Advocacy		

SUPPLEMENTAL PROGRAM REPORTING FORM

Page 2

School
Grade _____

	Student Name	Student Birth date	USID Number
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
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26			
27			
28			
29			
30			

Attachment F

SUPPLEMENTAL PROGRAM REPORTING FORM

Student Name/IDs (Please list on reverse side of this form)

School _____

Teacher _____

Name	Start Date	End Date
INSTRUCTIONAL SERVICES		
Bilingual		
Building Bridges		
Distance Learning		
ESL (English as Second Language)		
Even Start		
GED/HEP		
Mathematics		
NovaNet		
Other 1		
Other 2		
Other 3		
Other Language Arts		
P.A.S.S.		
Preschool		
Project SMART		
Reading		
Science		
Social Studies		
Tutorial Elementary		
Tutorial Secondary		
UT (TAAS)		
Vocational/Career Education		
Work Study		
SUPPORT SERVICES		
Dental		
Guidance/Counseling		
Health		
Nutrition		
Other 1 - Pupil Services		
Other 2		
Other 3		
Pupil Transportation		
Social Work/Outreach Advocacy		

Highlighted area is the data that is required on the yearly performance report which is sent to Washington DC

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SUPPLEMENTAL PROGRAM REPORTING FORM

Page 2

School
Grade _____

	Student Name	Student Birthdate	USID Number
1			
2			
3			
4			
5			
6			
7			
8			
9			
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